

Youth Facilitation Guide

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Youth Facilitation Guide FAQ

So, what exactly is this "Youth Facilitation Guide", anyway?

The Guide is a tool to assist with *Roadmap* facilitation with youth. It is designed for the members who will be facilitating the curriculum with youth. It also highlights different ways for members not involved in the facilitation to fulfill the requirement to help with the youth CE process.

You could also think of the Guide as the "Cliff-Notes" to *Roadmap* facilitation with youth.

All right, so how do I use it?

The Guide can be utilized in a variety of ways. Project Supervisors and members are encouraged to use the Guide as best suits their needs. Three ways to use the Guide are:

- ⇒ Send members to the Atlas online and let them find the individual resources they need.
- ⇒ Print it off as a whole and give to members before they facilitate with youth.
- ⇒ Use it as a complementary tool to CE-related training, e.g. facilitation skills, working with youth.

What's actually in this thing?

The Guide is split into three general sections:

- ⇒ **Section 1: General Facilitation Resources.** These resources cover general facilitation skills and are designed for members without much (or any) facilitation experience. For members who prefer to learn through more concept-oriented means, "What is a Facilitator?", "Planning Facilitation", and "Facilitating for Different Learning Styles" may be most helpful. For members who prefer to get more details upfront, the "Unit Facilitation Planning Worksheet", "Curriculum Adaptation Guidelines", and "Facilitator's Toolkit" may be more useful.
- ⇒ **Section 2: Resources for Working with Youth.** The resources in this section cover how to facilitate with youth. They are designed for members with little or no experience working with middle-school aged youth. These resources are generally more concept-oriented, although there are some specific tools and tips in each of them. For members who prefer more detail and step-by-step how-tos, the *Roadmap* Walk-Through section below may be more helpful.
- ⇒ **Section 3: *Roadmap* Walk-Through.** These resources provide a step-by-step how-to for each phase of youth facilitation. Each resource includes a high level of detail. Ideally, if a member is directly involved in facilitating all of the Units, they will not need to rely on the Unit breakdowns as much by the end of the process.

What is a Facilitator?

Adapted from Northwest Leader Corps curriculum.

Facilitate: to make easier; to free from obstruction or difficulty; to help bring about

Four Functions of a Facilitator

1. Encourage and ensure full participation of all group members
2. Promote mutual understanding
3. Foster inclusive practices and decisions
4. Facilitate new skills

Key Principles of Quality Facilitation

- ⇒ Believing that groups can make good decisions
- ⇒ Ensuring participation
- ⇒ Convening people as a neutral guide
- ⇒ Facilitating a shared sense of group goals and vision
- ⇒ Using effective processes
- ⇒ Utilizing diversity and wisdom
- ⇒ Continuous improvement
- ⇒ Ability to facilitate change inclusively
- ⇒ Working collaboratively with trust
- ⇒ Learning from experience

A Facilitator's Mind Set

- ⇒ **Participation and Observation:** Crafts the process and structure while observing body language, patterns of interaction, what works well with the group, etc.
- ⇒ **Curiosity and Inquiry:** Asks the group questions about what is happening and what needs to be happening.
- ⇒ **Belief in Participants and Group:** Focuses on the possibility of the group and the individual strengths and abilities participants bring to the group. Relies on those strengths and abilities throughout process.

Presentation Tips

- ⇒ Learn to relax. Each presentation is easier than the last as you build confidence and comfort.
- ⇒ Keep it warm and conversational. Don't complicate what may be simple.
- ⇒ Know your audience and appeal to its interests and needs.
- ⇒ Use visual aids that are stimulating and colorful for people who are not auditory learners.
- ⇒ Smile and be yourself. Let your personality shine through.
- ⇒ Try to make eye contact with the entire audience.
- ⇒ Capture your audience's attention by telling stories, giving personal examples, using humor, and quoting others.
- ⇒ Be enthusiastic. Your passion and integrity will capture your audience's interest.
- ⇒ Use powerful and creative openings and closings.
- ⇒ Do your homework and know what you're talking about.

Tips on Recording

- ⇒ Title your posters/flip-charts.
- ⇒ Alternate earth tones for your main colors (e.g. green, blue, purple, brown, black). Earth tones are generally easier to read, especially from a distance.
- ⇒ Highlight with light colors (e.g. red, pink, yellow, orange).
- ⇒ Use bullets instead of numbering. Using numbering can sometimes lead to participants thinking (consciously or subconsciously) that ideas are being ranked instead of simply listed.
- ⇒ Use abbreviations (e.g. ppl, grps, ldrshp)
- ⇒ Use symbols for words (e.g. \$ for money, ↑ for up, ↓ for down)
- ⇒ Use spacing. Leave white space between items.

Facilitation Sensibilities (created by the National Service Leadership Institute)

Don't open what you can't close.

Ensure there is sufficient group readiness and time available to explore and close new topics in a meaningful way.

Transfer ownership.

Enable groups to become increasingly self-sufficient by transferring to them decisions about how they will use and structure their time.

Assess openness.

A closed vessel cannot be filled with something new. Much of a facilitator's work starts with creating and assessing openness before offering new input.

Let go of the need to fix.

The individuals within a group own any perceived problems that surface. The facilitator's role is to serve as a resource in addressing what surfaces, but not to fix it.

Assess stages of cultural competence.

Continually assess your own and other's unique place along the cultural competence continuum as you observe what is said and done in the group. How can you maximize openness, understanding, and increased competency in progressing along the continuum?

Be a guide on the side, not a sage on the stage.

Your function is to serve as a resource so that others may discover their own wisdom, not to demonstrate all you know, or become the revered or lauded performer at the center.

Model transparency.

Speak the thinking, assumptions, and intentions behind your words relating to content, process, and relationships.

Ask "Is this about me?"

Question intentions behind your words and choices as a facilitator. Ask: Why am I saying this – to appear knowledgeable, competent, or right? How can I be of service to the group?

Ask "How are identities and power at play?"

Reflect on how you think your own age, class, disability, ethnicity, gender, primary language, race, religious affiliation or non-affiliation, sexual orientation, etc. influence how you view yourself, others, the curriculum, and group interactions. Utilize this awareness to inquire or speak in ways that support group members in exploring how their identities may also be at play.

Know yourself.

On-going self-reflection of who you are, how your identities, experiences, and assumptions shape how you see yourself, others, the curriculum, and group dynamics.

Make facilitation your daily practice.

We have opportunities to practice being facilitative all day long, with colleagues, friends, families, and strangers. How open, non-judgmental, attentive, etc. are you to others during the day?

Be present.

Opportunities for facilitative leadership often arise at unpredictable moments. If you are thinking about what you need to do next, or what happened an hour ago, you may lose sight of what is happening in that moment.

Translate my reactions.

Notice when you are making assumptions or judgments about something someone has said or not said. Speak the truth to yourself about those judgments, decide if it would be beneficial to speak, and mentally translate the judgment into a question or reflection that has opening dialogue rather than shutting it down as the goal.

Practice inquiry before advocacy.

Ask questions with the goal of supporting others in coming to their own deeper understanding rather than telling them what they should know or think. Questions that genuinely seek understanding are often helpful.

Acknowledge contributions.

Acknowledge another's perspectives before questioning or responding. If others first feel heard, they are likely to be more open to hearing another perspective that may cause them to question their own.

Listen deeply.

A goal is for others to feel heard which will enable us to be more open to moving to a deeper level of understanding.

Planning Facilitation

Effective facilitation requires pre-planning. To get started, facilitators can use the Unit Facilitation Planning Worksheet. A completed sample of the worksheet is also available. The following is a partial list of things to consider when planning your facilitation of the *Roadmap* curriculum.

Participants

- ⇒ Who are your participants? What sort of diversity does your group have (e.g. age, experience, ability or disability, gender, ethnicity...)? How will this affect your facilitation?
- ⇒ What sort of energy level can you expect from participants? Have they already had a long day before you facilitate?
- ⇒ What experience do they have with being civically engaged prior to going through the curriculum? How will this affect their reactions to the curriculum?

Resources

- ⇒ Do you have the supplies needed for the activities in the Roadmap? If so, where can they be stored until you're ready to use them? If not, how will you plan around them?
- ⇒ Do you need an interpreter during facilitation?
- ⇒ Do you have adequate space for the activities?
- ⇒ Do you have enough time to facilitate thoughtfully?

Materials

- ⇒ Are your materials (e.g. handouts, posters) accessible to all participants? Will they easily be able to see, read, and/or use them as they're meant to be used?
- ⇒ Do your materials show respect towards different cultures within our society and accurately reflect the diversity of our society? Do they demonstrate cultural competency?
- ⇒ Do all of your materials complement each other?

Delivery

- ⇒ How can you best accommodate the diversity of your participants?
- ⇒ Do you have back-up plans in case an activity doesn't work out for any reason?
- ⇒ Do you know extra energizers to raise participants' energy levels if needed?
- ⇒ If you have a group facilitating, are they all rotating roles and responsibilities?
- ⇒ What different roles do you need people to play (e.g. recorder, time-keeper)? If you don't have enough facilitators to fill these roles, can your participants help fill them?
- ⇒ Are all of the facilitators comfortable with the roles they're playing at any given time during the facilitation?
- ⇒ Do you have time built in to debrief the different activities, games, art projects, etc.?
- ⇒ Do you have time built in to generate feedback from participants on the process?

Unit Facilitation Planning Worksheet

Facilitation Date: _____ Time Allotted: _____ Unit/Section: _____

Facilitator(s): _____

Supplies	Objectives (Participants will...)

What	Roles	How	Time

Unit Facilitation Planning Worksheet -- SAMPLE

Facilitation Date: 11-11-1111 Time Allotted: 120 min. Unit/Section: 1A & 1B

Facilitator(s): Person A, Person B

Supplies	Objectives (Participants will...)
<ul style="list-style-type: none"> <input type="checkbox"/> Flip Chart <input type="checkbox"/> Markers <input type="checkbox"/> Soft object to toss <input type="checkbox"/> Declaration of Independence Handouts <input type="checkbox"/> Small reflection journals with blank covers <input type="checkbox"/> Lots of old magazines <input type="checkbox"/> Scissors and glue <input type="checkbox"/> Space: Designate large U shaped perimeter of room 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore the concept of compromise <input type="checkbox"/> Create a safe space for all participants <input type="checkbox"/> Create and build a group identity and shared values <input type="checkbox"/> Explore the founding principles of the U.S. and how they relate to civic engagement

	Roles	How	Time
Whole Group Intro	Person A: Facilitator Person B: Recorder and Timekeeper	1. Activity: Group Juggle. Form circle in area between rows of desks. (10 min.) 2. Move back to desks. Facilitators self-intro. (5 min.) 3. What are we going to do? Explain <i>Roadmap</i> process and goals/objectives briefly. Ask if participants have any other expectations for whole process. (5 min.) 4. What does "civic engagement" mean? Group discussion. (10 min.)	30 min.
1A Lesson – How'd that happen?	Person B: Facilitator Person A: Recorder and Timekeeper	1. Segue discussion from engagement to choices. 2. Questions (5 min.) ⇒ How many of you chose the clothes you wore to school today? ⇒ ...Chose who your parents are? ⇒ ...Choose the grades you get? ⇒ ...Chose your nationality? ⇒ ...Chose to participate in CE? 3. Group discussion on choices we make and things that we have no control over. (10 min.)	15 min.

1A Reflection – Creating a Safe Place	Person B: Facilitator Person A: Recorder and Timekeeper	<ol style="list-style-type: none"> 1. Segue to making choices about how we will use CE time, regardless of whether we chose to stay here. 2. Introduce concepts of safe space and group identity. Explain that the group will make group agreements about the things to sign and agree to (including any factors). Ask you to divide up of guidelines they'd like to have to follow so everyone has two to work on well. (5 min.) 3. Brainstorm as a group. Ask questions to get specific guidelines. Shouldn't be too open to interpretation. (5 min.) 4. Review each guideline as necessary. Cancel out any that are the same (with group consensus). (5 min.) 5. Do a negative poll on each guideline: ask if anyone does <i>not</i> agree to follow it. If there is not consensus, draw large brackets around it. Explain that bracketed guidelines are not official rules but are requests from some group members. Once finished, have all participants and facilitators sign the agreements. (5 min.) 	20 min.
Energizer!	Person A: Facilitator Person B: Timekeeper	<ol style="list-style-type: none"> 1. Play a game of Categories. Seat everyone in a circle (Person B across the circle from me) and establish the rhythm. In rhythm, explain that I am going to name a category and we're going to go around the circle and each name something from the category. Demonstrate. Play one or two rounds depending on time. 	5 min.
1B Activity – Group Name	Person A: Facilitator Person B: Recorder and Timekeeper	<ol style="list-style-type: none"> 1. Stay in circle but let everyone shift so they can see the flip chart. 2. Explain that we want to come up with a fun group name for ourselves. The name should describe our group and what we're doing. 3. Brainstorm as a group. Ask for clarification as necessary. (5 min.) 4. Once there are no more suggestions, divide the total number by 3 and allow each participant to vote that number of times. Go through each suggestion and count votes for each. Narrow the list down to the top choices (wherever there's a clear breaking point in the number of votes). Vote again, this time allowing each participant to only vote once. The one with the most votes is the new group name. (5 min.) 	10 min.

1B Lesson – Liberty and Justice for All	Person A: Facilitator Person B: Recorder and Timekeeper	<ol style="list-style-type: none"> 1. Move back to desks and pass out Declaration Handouts. Flip to the page on the flip chart intro written out. 2. Gauge participants' previous experience with Declaration. Has anyone read before? What's difference between the words and the reality and the Constitution? 3. Ask participants to read the intro aloud. Give everyone a minute to ponder the meaning of the words. Initial questions to the intro: How many of you read it? (5 min. for discussion.) 4. Split into groups and assign each a phrase from the intro to look at more in-depth. Give a few minutes for group discussion and then have each group report back on what their phrase means. (10 min.) 5. Facilitate more in-depth discussion about Declaration intro. Encourage honest and open communication. Want to move to understanding of the difference between the words and the reality; this is the basis for social justice and civic participation in the U.S. (10 min.) 	25 min.
1B Reflection – Collage Journal Covers	Person B: Facilitator Person A: Timekeeper	<ol style="list-style-type: none"> 1. Explain the purpose of the journals (used for reflection throughout process). Talk about how each journal should reflect the individual; the only stipulation is that it should have the team name somewhere on the cover. Explain that throughout the process there will be more time to work on the cover, so there's no pressure to finish in this time. 2. Hand out materials, leaving a large portion of magazines in a large pile for participants to sift through. Enlist assistance from a few participants to help hand out materials. 3. Give them several minutes to work on their own, but a few minutes before clean-up needs to start, gauge participants' reactions to Unit 1 to see how to improve for Unit 2. Give a brief preview of Unit 2. 	15 min.

Roadmap Curriculum Adaptation Guidelines

1. The structural components of each unit must remain the same. The two sections of the units must each include an activity, a lesson, and a reflection.
2. The reflection must be done after the activity and lesson, but the order of activities and lessons can change.
3. Alternative activities can only be used if they meet the goals of the replaced activity, the unit, and the curriculum as a whole.
4. Any alternative activities not already in the *Roadmap* must be approved by project supervisors and program coordinators **prior** to use.

Roadmap Adaptation Submission Form

Please email to your project's program coordinator for approval prior to use. Thank you!

Project Name: _____

Submitter Name: _____

C.E. Site/Group: _____

Adaptation is being applied to: (Please check the unit section that applies.)

_____ 1A	_____ 2A	_____ 3A	_____ 4A	_____ 5A	_____ 6A	_____ 7A
_____ 1B	_____ 2B	_____ 3B	_____ 4B	_____ 5B	_____ 6B	_____ 7B

Adaptation is being applied to the: (Please check the one that applies.)

_____ Activity	_____ Lesson	_____ Reflection
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Name of replacement activity/lesson/reflection: _____

Supplies needed:

Detailed Description/Outline (Use back of form and/or additional sheets if necessary.):

Facilitating for Different Learning Styles

Everyone learns in different ways. Learning styles can be thought of as a relatively stable set of factors that affects our reaction to a learning environment. These factors are:

- ⇒ Cognitive (how we process information)
- ⇒ Emotional (how we feel about learning or the learning environment)
- ⇒ Characteristic (how our personality affects our learning)
- ⇒ Physiological (how our senses interact with our environment)

They can affect how we perceive, interact with, and respond to a learning environment.

Learning style research continues to reveal new information on how we learn, and the many models of learning styles that are currently out there all reflect different pieces of how people learn. Included here are some of the more common approaches to learning styles.

Sensory-based Learning Styles

Many tests and resources on learning styles focus on the way our senses take in information. A person's learning style in this sense is based on the most efficient way his/her body is wired to take in information.

Adapting your facilitation for this type of learning style is often one of the most useful ways to change your learning environment because it makes what you're teaching more accessible to all of your participants.

Visual Learners

- ⇒ Visual learners like to see what they're learning, preferring to take in information through the eyes. Images and pictures help them understand ideas and concepts. They are oriented more to shapes and forms (rather than words or numbers). When someone is describing something to them aloud, they may create a mental picture of what is being described.
- ⇒ People who learn by reading may or may not fall into the visual learner category. Often, people process information when reading by hearing themselves say the words, which falls under auditory learning. Some researchers define a separate category of learner who is reading/writing-oriented or language/word-oriented.
- ⇒ **Facilitating for visual learners:** Handouts, flip charts, and other visual aids should have plenty of pictures, images, charts, and graphs. When listening to a speaker, it may help visual learners to be able to see the speaker. It may help them to draw things out or to visualize or daydream.

Auditory Learners

- ⇒ Auditory learners learn best by hearing, preferring to take in information through the ears. They can be divided into two categories: "listeners" and "talkers". Listeners remember things they hear from other people or sources, while talkers need to hear their own voice in order to learn. There may also be some auditory learners who use both styles.
- ⇒ **Facilitating for auditory learners:** Ideas and concepts should be explained aloud. For "talkers", allowing them to read aloud or discuss with others may help them learn.

Kinesthetic-Tactile Learners

- ⇒ Kinesthetic-tactile learners learn best by moving or touching, preferring to take in information through their nerve-endings. Like auditory learners, they can be split into two categories: kinesthetic and tactile. Kinesthetic learners need to move while tactile learners need to touch.
- ⇒ **Facilitating for kinesthetic-tactile learners:** Experiential activities work best for these learners. Allowing them to pace at the back of the room, doodle, or do something with their hands may help them learn.

Information Processing Learning Styles

These learning styles may be called cognitive styles. Most of the theories related to information processing sort people based on two primary scales: whether they are global or analytical and whether they are reflective or impulsive learners.

Global and Analytical Learning Styles

- ⇒ This scale refers to the degree to which a person differentiates individual parts from a whole background. Another way to look at this scale is to compare it to whether a person will see the forest first or the individual trees.
- ⇒ **Global Learners:** See the big picture (the forest) first. They tend to learn best in collaborative situations and are usually thought to have greater interpersonal skills than Analytical Learners.
- ⇒ **Analytical Learners:** See the parts (the trees) first and then structure those parts into a whole. They tend to learn best in individualized, self-paced situations. They are usually associated with higher academic achievement than Global Learners.

Impulsive and Reflective Learning Styles

- ⇒ This scale refers to how quickly a person responds in a learning environment.
- ⇒ **Impulsive Learners:** Usually respond with the first thing that comes to mind. They may respond to questions before Reflective Learners have finished thinking.
- ⇒ **Reflective Learners:** Usually consider multiple options before responding. They may come up with different ways of looking at things than Impulsive Learners.

Personality-based Learning Styles

Personality is an important facet of how people learn. There are many different aspects to personality and many different theories on personality. For the purpose of *Roadmap* facilitation, perhaps the most useful scale to keep in mind is whether a person is more extroverted or introverted.

- ⇒ **Extroverted Learners:** Extroverted Learners usually learn better with other people. Social interaction while learning will be more useful for them. They are more likely to speak up in front of a group or take on visible leadership roles.
- ⇒ **Introverted Learners:** Introverted Learners usually learn better by themselves. Individual time while learning will be more useful for them. They are less likely to speak in front of a group or take on visible leadership roles.

Facilitator's Toolkit

Energizers and Ice-breakers

Energizers and ice-breakers are an important facilitation tool. They can help raise energy, give participants a chance to get to know each other better, and build a team atmosphere. Some of the Alternative Activities in the *Roadmap* could also be used as energizers, and there are additional teambuilding activities listed in the *Roadmap* Appendix on pages 171-176. The following are a few additional energizers that can be used:

Dance Circle

- ⇒ **Set Up:** You'll need a large, open area and a music player of some kind, as well as fun, appropriate music. Participants should stand in a circle.
- ⇒ **How to Play:** Dance music is turned on and one person starts by doing an easy movement to the music. The movement can be as simple as nodding in rhythm. Everyone else in the circle follows their lead and starts doing the movement as well. After about 10 seconds, the person standing next to them in the circle (choose beforehand which way the dance will move around the circle) starts a new movement for everyone to do. This continues around the circle until everyone has created a movement. You may want to spread your facilitators out in the circle with several participants between each of them to ensure that the energy keeps moving.

Yes, Let's!

- ⇒ **Set Up:** You'll need a large, open area.
- ⇒ **How to Play:** Participants all stand in an open area. Any participant calls out a suggestion for an activity to do (e.g. "Let's play basketball!"). Everyone else responds with a loud, "Yes, let's!" and starts to mime doing the activity. After miming this for a short time, someone else can suggest an activity in the same way with the same loud response. Since there isn't a specific order of participation, most likely not all participants will have a chance to suggest an activity, and facilitators should be ready to jump in with a suggestion in case one mime starts to drag on too long without another participant suggestion.

Categories

- ⇒ **Set Up:** An open area would be preferable. Participants should sit or stand in a circle.
- ⇒ **How to Play:** A one-two rhythm is established. This can be done with a clap-snap or slap (on the legs)-clap. Once the rhythm is established, one person says in rhythm, "I am thinking of _____," naming a category (e.g. fruit, sports, U.S. capitals). The naming of the category doesn't need to fit into one beat. On the next beat, the person next to them names something from that category, and it goes around the circle until everyone has named something in that category.
- ⇒ Here's an example of how the rhythm would go:
- ⇒ (Slap) (Clap)
- ⇒ "I-am-thinking-of-fruits" (Clap)
- ⇒ "Apples" (Clap)
- ⇒ "Oranges" (Clap)
- ⇒ "Bananas" (Clap)

- ⇒ The chosen category can also focus on civic engagement, using categories such as ways or reasons to be involved in my community. This would be a slightly more difficult version of the game, so you may want to have a first round using something simpler and then do a civic engagement round after that if there's time.

Mime It Down

- ⇒ **Set Up:** Participants should form a line with everyone facing the back of the person in front of them. With a large group, it may be best to split into groups of 8-10.
- ⇒ **How to Play:** Participants use mime to communicate a message down the line and are not allowed to talk at all. The first person starts with something that they have to communicate to the next person in line, usually an object of some kind (e.g. Jack-in-the-box, computer, house). They tap the person in front of them, who turns around so they're facing each other. The first person mimes what they are meant to be communicating without speaking. When the second person thinks they understand what is being communicated, they nod at the first person and turn to tap the next person in line. They then mime what they think the object is, and this continues down the line to the last person. The goal is for the object to be the same for the last person as it is for the first, but most likely it will be something entirely different. This can also be done using civic engagement concepts and unit themes.

Name Sharing

- ⇒ **Set Up:** You will need pens and paper and/or a pre-made worksheet for the questions. A noisemaker of some kind will also be needed. An open area would be nice but isn't necessary.
- ⇒ **Note:** This ice-breaker can work well both when everyone's getting to know each other and later when people are more familiar with each other. Modify the questions as necessary to fit better with how familiar participants are with each other.
- ⇒ **How to Play:** Have participants answer the following questions. They can write them down if they want (or fill out a pre-made worksheet).
 - ☐ What's your full name?
 - ☐ What's the history behind your name? Were you named after someone? Does your name have a meaning? Do you have other names?
 - ☐ Do you have any nicknames? Who gave you the nickname(s)? Who calls you by them? Do you like them?
 - ☐ Do people change your name? Does it get shortened? How do you feel about this?
 - ☐ Do you like your name? If not, what would you like to be called?
 - ☐ What do you want to be called during CE?
- ⇒ Once everyone has answers ready for the questions, explain that participants will be sharing the history of their names with each other. Everyone will find a partner and have 30 seconds (or 1 minute depending on time) to share before a whistle is blown (or other noisemaker is used) and then the other partner will share. After another 30 seconds (or 1 minute), the noisemaker will be sounded twice to signify that everyone needs to find a new partner. Continue until participants have shared with everyone else in the group.

Asking the Right Question (from the Northwest Leader Corps curriculum)

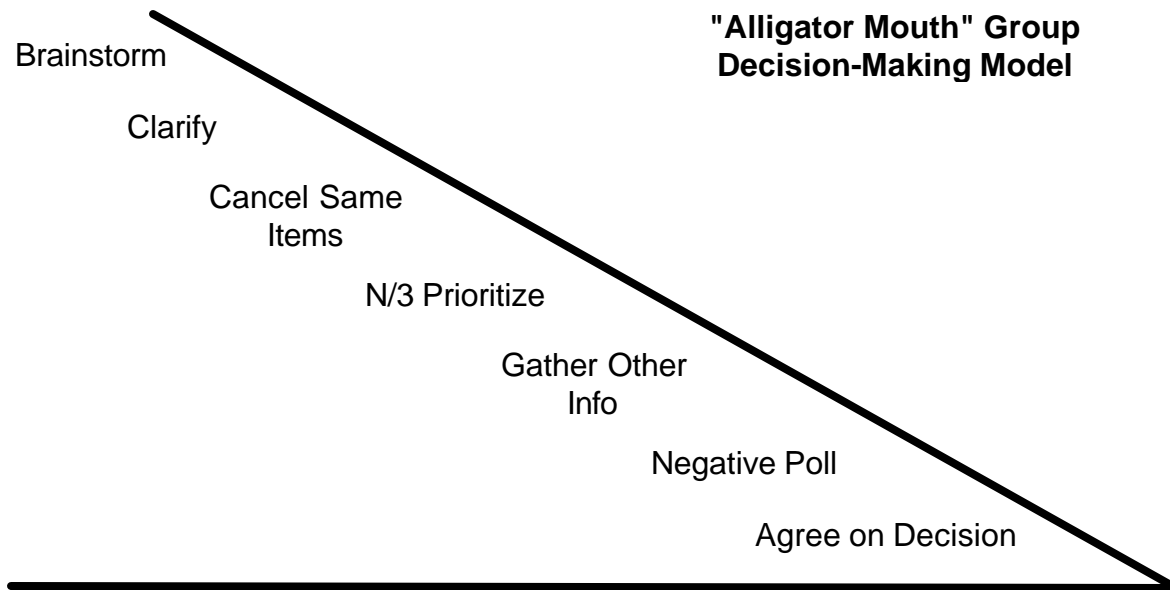
Basic Question Types

Type of Question	Description	Example
Close-Ended	Requires a one-word answer. Closes off discussion.	"Does everyone understand all of the expectations we have just listed?"
Open-Ended	Requires more than one word to answer. Stimulates discussion and thinking.	"What are some of the things you expect to get out of the CE process?"

Outcome-based Question Types

Type of Question	Description	Example
Fact Finding	Targeted at verifiable data such as who, what, where, when, how, and how much. Used to gather information about the current situation.	"How much time do you have to complete the project?" "What resources are already available in our community?"
Feeling Finding	Ask subjective information that gets at opinions, feelings, values, and beliefs. Help you understand views, beliefs and culture.	"How do you feel when you hear the opening words to the Declaration of Independence?"
Tell Me More	Help you get more information. Encourage participants to provide more details.	"Can you elaborate on that?" "Can you be more specific?" "Can you tell me more about that?"
Best/Least	Help you understand potential opportunities in the present situation. Lets you test the limits of the participants' needs and wants.	"What is the best thing about going through the CE process?"
Third-Party	Help uncover thoughts in an indirect manner. Designed to help people express sensitive issues.	"There is a concern that the group we want to work with may not trust us. Can you relate to that?"
"Magic Word"	Lets you explore people's true desires. Useful in removing temporary obstacles from a person's mind.	"If time weren't an obstacle, what service project would you want to choose?"

Group Decision-Making (from the Northwest Leader Corps curriculum)



Brainstorm

- ⇒ **Purpose:** To get the group into a creative, open space and generate as many ideas as possible in a short time frame.
- ⇒ **Guidelines:** All ideas are good ideas. Judgment and evaluation should be deferred until later.
- ⇒ **How to Set Up:** "First, we are going to generate as many ideas as possible. All ideas are equal at this stage. There are no bad ideas."

Clarify

- ⇒ **Purpose:** To make sure that all participants understand each of the ideas before they are asked to make decisions or evaluate the idea.
- ⇒ **Guidelines:** Read through each idea to make sure the participants have a shared understanding of the idea.
- ⇒ **How to Set Up:** "Please read through the list. This is the time to ask questions or get clarification on any of the ideas you are unsure about."

Cancel Same Ideas

- ⇒ **Purpose:** To make sure there is not any duplication of ideas or options.
- ⇒ **Guidelines:** If there isn't consensus to cancel out an idea, defer the conversation to later.
- ⇒ **How to Set Up:** "Are there any duplicate ideas on the list? Can we agree to only have one of them?"

Prioritize (N/3)

- ⇒ **Purpose:** To get an idea of the options the group senses are important to consider (without making a final decision).
- ⇒ **Guidelines:** Count the number of ideas first. Divide the total number of ideas by 3. The remainder is the number of choices per group member.

- ⇒ **How to Set Up:** "Let's try and see which ideas the group finds important to explore. There are twelve ideas up here. Twelve divided by three is four, so each of you will have four choices. Choose your four favorite options on the list."

Gather Other Info

- ⇒ **Purpose:** To get the information needed to help the group make their final decision.
- ⇒ **Guidelines:** Ask for criteria or other information that will help the group make an informed decision. As people share, the facilitator needs to keep the group focused on sharing information, not making rebuttals or creating conflict.
- ⇒ **How to Set Up:** "Now that we have a sense of where the energy of the group is on these ideas, is there any information someone wants to share to help us make a more informed group decision?"

Negative Poll

- ⇒ **Purpose:** To focus on the ideas that have the highest priority by eliminating those with the lowest priority or to reach a quick agreement between a few alternatives.
- ⇒ **Guidelines:** Form a question that asks anyone who disagrees to speak up.
- ⇒ **How to Set Up:** "Is anyone opposed to taking the ideas with less than three votes off the list?"

Agree on Decision

- ⇒ **Purpose:** To reach consensus on a final decision on one or a few of the options or ideas while avoiding a win/lose situation.
- ⇒ **Guidelines:** Encourage group members to work together to find a solution that works for everyone.
- ⇒ **How to Set Up:** "Is there a way to combine these ideas so that we can come to an agreement everyone is comfortable with?"

Debriefing Roadmap Activities (adapted from materials created by Nicole Trimble)

Much of the learning in the *Roadmap* is done through experiential methods, e.g. playing a game or doing art projects. Debriefing these experiential activities is crucial for learners to connect the experience (game, art activity, etc.) with the learning objectives. In the Appendix of the *Roadmap*, the debriefing model "What, So What, Now What" is outlined on pages 167-168. There are also additional activities to help participants reflect and debrief on pages 169-170.

The following model, called the DIGA model, is another format that can be used for debriefing. It follows learners through the five stages of learning:

Stage 1: The Experience

- ⇒ The actual game, art activity, etc.
- ⇒ The activity should produce information or understanding.

Stage 2: Describe

- ⇒ Participants describe or share their experience with the activity. This should be done by reporting observations and reactions to find out what occurred.
- ⇒ Questions could include: What happened? What were your impressions of the experience? How did you feel? What surprised you?

Stage 3: Interpret

- ⇒ Participants share their ideas and reactions to the activity. Facilitators should help participants see and evaluate any dynamics within the group that become apparent. At this stage, they should be moving from the "what" to the "why" of what occurred.
- ⇒ Questions could include: Why did that happen? What sort of patterns do you see here? How was that significant? How might it have been different?

Stage 4: Generalize

- ⇒ Participants are asked if the experience was unique or can apply in other situations. Facilitators should focus on helping participants connect what happened in the activity to real life experiences.
- ⇒ Questions could include: Where have you seen this before? What does this remind you of? What does this make you think about? What does that suggest to you about __ (topic) __ in general?

Stage 5: Apply

- ⇒ Participants plan ways to use this knowledge in the future. By giving participants the opportunity not only to reflect on what they learned but to come up with ways to share and teach the lessons learned, retention of the information is increased.
- ⇒ Questions could include: What do you want to remember from this experience? How could you apply that?

Additionally, when members are going through the curriculum it may help to debrief from the perspective of how the curriculum will look when facilitating with youth. See Debriefing Each CE Unit as a Team for more information on incorporating this aspect into debriefing.

Getting Participant Feedback on the Process

Going through a feedback cycle can help create participant buy-in throughout the process. It can also give facilitators a better idea of what is working and what could use improvement. The Plus/Delta model is one method of gaining feedback from participants. It may be appropriate to revisit group agreements regarding respect given to each other before starting a feedback cycle, particularly with youth.

Plus/Delta Feedback Model

- ⇒ The Plus/Delta Feedback Model is an opportunity for participants to highlight what went well and what could be improved. On a large piece of paper, flip chart, or marker/chalkboard, draw two columns. Over one column, draw a large plus (+) sign. Over the other, create a large delta (?) symbol.
- ⇒ Explain that throughout the process, facilitators want to continually gauge what's working well for participants. To do this, each CE session will conclude with a Plus/Delta, which will give participants the opportunity to share things they really liked (the Pluses) and things they think could be changed to improve future sessions (the Deltas).
- ⇒ Ask participants to think about what went really well during this session and what could be changed to improve the next session.
- ⇒ After giving a minute or two for participants to think, ask them to share the Pluses and Deltas they came up with. Ask for clarification around each of the Pluses and Deltas as necessary.
- ⇒ Once participants are finished giving feedback, facilitators can discuss how they may be able to incorporate the Deltas into future sessions. If it's impossible to incorporate any of the Deltas into future sessions, facilitators can take the opportunity to explain why.

Recruiting and Retaining Youth Participants

Sometimes you may be facilitating the *Roadmap* with a group of youth who have been pre-selected. However, sometimes you may have to recruit your participants. This largely depends on who your youth partner is and when facilitation is scheduled. For instance, if you are partnering with a school to facilitate the curriculum during a class, then your participants will already be selected. However, if you are partnering with a school but are facilitating the curriculum as an independent after-school activity, then you will probably need to recruit all of your participants.

Retaining participants throughout the process can be a challenge, particularly with busy youth who have many interests competing for their time. If your participants are pre-selected, they may not have a choice about their participation. For those youth, the question of retaining them is not about keeping them physically present but keeping them engaged in the process. Even if youth can choose to not be physically present, the underlying issue is about keeping them engaged.

Tips for Recruitment

- ⇒ Generate enthusiasm from the beginning. CE should be a fun process, and the first impression youth get of CE should reflect that.
- ⇒ Think of recruitment as an advertising campaign. How creative can you get with ways to recruit participants?
- ⇒ Consider having youth "apply" to participate. This can be a useful tool for generating enthusiasm. Although you will probably accept almost everyone who applies, youth will be more likely to buy into the process if they have had to think about why they want to be there. It will also give facilitators a better idea of who the youth are and where they're coming from (e.g. how engaged in community activity they already are, what they think about civic involvement, why they want to participate).
- ⇒ Consider having an informational meeting for interested youth about the CE process. Be enthusiastic and use the time to answer any questions they have about what the process will look like. Since youth will get a better idea of what to expect from the process, they are more likely to be truly interested when they sign up, which may help increase retention later.

Tips for Retention

- ⇒ Consider having incentives for active participation. Some incentives could be large and come after successful completion of Unit 7. The celebration at the end of Unit 7 could be used as such an incentive, particularly if members plan a fun activity and have a minimum level of involvement required to attend. Past members have also arranged for participants to receive extra credit at school, usually in civics or social studies classes. Smaller incentives can also be used, such as offering small rewards (e.g. stickers, pens or pencils, other small items) throughout facilitation for active participation and good behavior.
- ⇒ Be flexible when facilitating. Adjust your facilitation to suit the needs of your youth. If you know that certain activities in the *Roadmap* will not work well with a specific youth group, plan an alternative activity that meets the same goals. (Remember that all alternative activities must be approved by WSC Program Coordinators prior to use. Plan ahead to make sure that you have adequate time to receive approval.)

Working with Middle-School Aged Youth

The most important advice that can be given to anyone working with middle-school aged youth is to treat them like equals, set expectations, and be excited! When these are firmly entrenched in a group dynamic, the focus can be on content and service and not management.

Equal Relationships

Do you remember a time when someone who was older or had authority over you, talked down to you or didn't treat you with respect? How did it make you feel? Did you want to go out of your way for that person? Middle-schoolers are particularly responsive if they are treated as equals and are respected. They are no longer children and can be sensitive when others treat them as if they are. They are wells of knowledge, ideas, and boundless energy, which can be tapped if facilitators build positive relationships.

Several ways to do so are:

- ⇒ Get to know them as individuals. Find out what they are passionate about in life.
- ⇒ Give them choices on the little things and if it is not detrimental to the group, let them make mistakes. They will learn more!
- ⇒ Respect their ideas and contributions.
- ⇒ And **never** use "...because I said so." Give a logical reason for actions.

Expectations

When beginning facilitation of the *Roadmap*, set expectations for your time together. This should be included as part of the Unit 1A Reflection "Creating a Safe Place". Clear expectations allow both facilitators and youth to operate in a comfortable, safe environment that fosters successful projects.

What are expectations?

They can take many forms, both concrete and abstract. For example, at the beginning you can sit down and brainstorm what actions are and are not acceptable together and create a contract that everyone signs. An example could be:

- ⇒ Respect all members of the group (time, property, or feelings)
- ⇒ Be responsible and timely when completing tasks for the group
- ⇒ Have fun while doing so

You can also discuss briefly the importance of creating expectations that everyone in the group understands and agrees upon. In this way, all youth will know what to expect and can be active participants in maintaining a safe space for everyone.

Be Excited!

Middle-schoolers know when you are bored or unexcited--and they will tune out! Find a way to personally tie-in to any parts of the curriculum that you may not be interested in so that you can be excited and enthusiastic when facilitating. The youth may think that you are a 'dork' but the excitement is often catching. The curriculum is full of activities geared toward to engaging youth, so try to keep that energy flowing during the lessons.

Inclusive Youth Facilitation

Partially adapted from materials created and compiled by Ginlin Woo and Mike Beebe

Diversity exists in the many ways we are all different from each other. There are many types of differences, including:

- | | |
|---|---|
| <input type="checkbox"/> Age or generation | <input type="checkbox"/> Race |
| <input type="checkbox"/> Body-size or characteristics | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Country or nation of origin | <input type="checkbox"/> Family status |
| <input type="checkbox"/> Ability or disability | <input type="checkbox"/> Language |
| <input type="checkbox"/> Education level | <input type="checkbox"/> Gender identification |
| <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Skin color |
| <input type="checkbox"/> Socio-economic or income level | <input type="checkbox"/> Learning style |
| <input type="checkbox"/> Gender | <input type="checkbox"/> Mental health or illness |
| <input type="checkbox"/> Religion or spirituality | |

When facilitating the *Roadmap*, it's important to be aware of the many types of diversity and the many different cultural memberships that youth may have. Inclusive facilitation acknowledges and understands these differences. It also tries to make the learning environment as welcoming and safe as possible for all participants.

Tips for Facilitating Inclusively with Youth

The following lists are not intended to be a complete guide to facilitating inclusively. They are partial lists facilitators can use to start thinking about different ways to ensure that youth facilitation is as inclusive as possible.

Self-Awareness and Modeling Inclusive Behavior

- ⇒ Acknowledge and understand your own cultural memberships.
- ⇒ Ask for input and wisdom from all participants.
- ⇒ If facilitating as part of a group, work collaboratively and switch up which facilitators are working together throughout the process.
- ⇒ Acknowledge your own mistakes. Ask youth to tell you when you make a mistake.
- ⇒ Honor cultural values and traditions. Make a place for them while facilitating. This can include supplementing the curriculum or encouraging discussion at different points of the curriculum. Facilitators can also look for activities related to building cultural competency to see if they can be incorporated as energizers or other supplemental activities.

Supporting Youths' Diversity

- ⇒ Commit to meeting each youth as a unique individual with talents, hopes, passions, gifts, and challenges who has many cultural memberships.
- ⇒ Work at being sensitive to youth's challenges, including their lives at home and school. Try to avoid making generalizations and unfeeling comments or creating expectations that cannot be easily met given current financial, emotional, physical, and cultural realities.
- ⇒ Ensure that all activities are appropriate for all of your participants. All youth should be able to participate equally, including youth with physical disabilities, youth with different learning styles, etc.
- ⇒ Encourage discussions about diversity, difference, and/or discrimination throughout the curriculum as appropriate. Encourage youth to be honest during these discussions. Even if the curriculum seems to be coming from a certain point of view, allow youth to debate that point of view.

Creating and Maintaining a Safe Space

- ⇒ Ensure that group agreements in Unit 1 are respectful and establish a safe space for all participants. Some group agreements could be "use positive and appropriate language" or the "Oops/Ouch" rule. The Oops/Ouch rule allows anyone to acknowledge if they realize they've said something insensitive by simply saying "oops". Conversely, if someone's feelings are hurt by something that is said, they can say "ouch". The Oops/Ouch rule can be used to start a conversation about the mistake or simply to acknowledge it.
- ⇒ Try to avoid letting cliques form or letting youth fall into cliques they may be in outside of CE. Change groups, seating, and partners often.
- ⇒ Be open to differing opinions without trying to influence them.
- ⇒ Plan ahead for potential "hotspots" in the curriculum. Prepare questions to encourage the discussion to move in a positive way, and also prepare different methods for diffusing conflict should the need arise.
- ⇒ If anyone (participant or facilitator) breaks a community agreement, remind them of the guidelines that all participants agreed to follow.

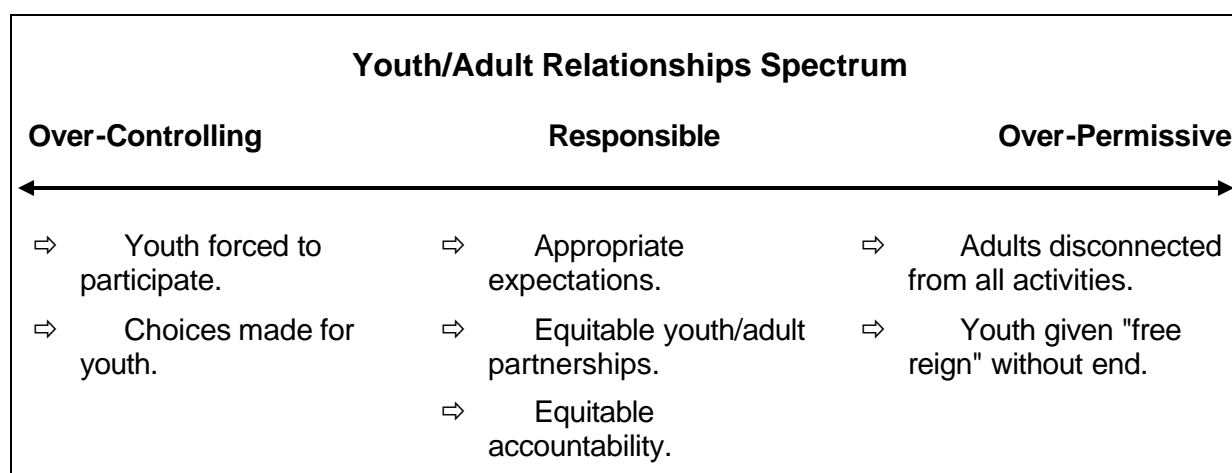
Principles of Youth Voice

Partially adapted from the Washington Youth Voice Handbook by Adam Fletcher

Youth Voice: the active, distinct, and concentrated ways young people represent themselves throughout society

- ⇒ **Active:** Engaging young people intentionally instead of coincidentally.
- ⇒ **Distinct:** Young people are seen as having their own views that are separate from those of adults around them.
- ⇒ **Concentrated:** Engaging young people in a focused way. Ensuring that youth are given the personal, structural, political, and financial support needed to be effective.

Responsible Youth/Adult Relationships



On the one end of the spectrum, over-controlling youth/adult relationships reflect an assumption that youth are always plotting trouble and will never make good choices. On the other end, over-permissive youth/adult relationships reflect an assumption that youth are always ready and able to do the right thing and will always make good choices.

Responsible youth/adult relationships reflect an understanding that youth sometimes make good choices and sometimes make poor choices. They also reflect an understanding that youth are not miniature adults but are still growing and developing. They are about adults guiding youth. Both youth and adults should consider the responsible relationship a partnership.

Principles of Youth Voice

Respect: You give it, you receive it.

Mutual respect and an appreciation for each member's contributions to the partnership are vital.

- ⇒ A culture of respect provides all participants opportunities to act on their dreams and learn from their mistakes.
- ⇒ Young people respect adults who listen and ask challenging questions.
- ⇒ Adults respect young people who invite them to share their skills, experiences, and resources.

Communication: Listen up.

An honest and open exchange of ideas is crucial.

- ⇒ All people's ideas and opinions are valuable and must be heard.
- ⇒ Young people are best heard when adults step back and young people speak up.
- ⇒ Adults are best heard when they are straight forward and explain where they are coming from.

Investment: It takes time.

Investing in the future is accepting young people as leaders today.

- ⇒ Young people and adults must first set their fears aside and take a chance on each other.
- ⇒ Adults must provide young people with the information, training, and support they'll need to succeed. They must also develop their own abilities to work with young people.
- ⇒ Young people must commit their time and energy to do the work and be willing to learn from adults.

Meaningful Involvement: Count us in.

Decisions about young people should be made with young people.

- ⇒ Involving young people from the beginning builds ownership.
- ⇒ Adults need to support young people in taking on responsibility.
- ⇒ Reflection helps everyone appreciate the importance of their work – for themselves, their program, and their community.

Youth Voice and the Roadmap

The *Roadmap to Civic Engagement* is about empowering youth and increasing youth voice. The Principles of Youth Voice should be built into how members facilitate the curriculum with youth. Below are some questions to help facilitators think about how to promote youth voice and leadership throughout the curriculum.

The Facilitator's Role in Building Youth Voice

- ⇒ How are facilitators being held accountable for their role? For example, what happens if a facilitator breaks one of the ground rules established in Unit 1?
- ⇒ How does your perspective differ from the perspective of the youth with whom you are working? What can you learn from them?
- ⇒ Who is making the final decision on what the service project will be? How can you ensure that youth have the necessary information to make that choice responsibly?

Youth Participation and Choices

- ⇒ Are youth choosing whether or not they participate? If they are not, how can you ensure that they still feel empowered from the process?
- ⇒ Are you encouraging youth to speak their honest opinions, even if you disagree with what they are saying?
- ⇒ What wisdom and knowledge do your youth have that you do not have? How can you give them the opportunity to share that wisdom and knowledge?
- ⇒ How much choice do the youth have in how they celebrate their accomplishments during Unit 7?

Promoting Youth Leadership throughout Facilitation

- ⇒ How can you build small leadership roles for youth into unit facilitation? Can youth help facilitate portions of the curriculum?
- ⇒ If you are doing exploratory service projects, what role are youth playing in choosing and organizing those projects? How can exploratory service projects help youth build skills that will help them with the larger project chosen during Unit 6?
- ⇒ What knowledge or skills do your youth need in order to plan a successful project? How will you help them gain that knowledge or build those skills?

Preventing and Dealing with Problem Behavior

Partially adapted from materials compiled by Nancy Grimes

Four Assumptions about Behavior

Behavior is purposeful.

- ⇒ In general, all behaviors have some reason or function for occurring. The most common functions of behavior are to obtain something or to avoid something or someone. What complicates this process is that the same behavior can be used for both. If the purpose of the behavior can be identified, the youth can be taught a new, socially acceptable response to obtain the same results.

Behavior is learned.

- ⇒ We know that youth learn inappropriate or maladaptive behaviors. Conversely, they can also be taught and learn more appropriate behaviors.

Behavior is predictable.

- ⇒ Youth establish patterns of behavior and part of the analysis should be to evaluate the past. Anticipating behavior problems in the environment demands knowledge of and familiarity with the patterns of the particular youth's behavior.

Behavior is interactive.

- ⇒ Look at the way both adults and peers react to the behavior. They may, inadvertently, be reinforcing the behavior and be part of the problem.

Changing Your Attitudes and Behavior

It's important to remember that your attitude and behavior towards youth will be reflected back at you. The expectations you have of youth – whether high or low – will usually be what you get. Changing your attitudes (thinking of youth as needy instead of bad) and your behaviors (be positive rather than punitive) can often make the biggest difference when working with youth.

Be aware that your perceptions of a youth are probably being communicated to her/him. If you believe that s/he can accomplish the task at hand no matter how hard the struggle, they will see that. If you think that they can't, they will see that as well. It's communicated, often unconsciously, in our body language, voice, and actions. Pay attention to your perceptions. Change the ones that are obstacles to being creative, optimistic, and supportive toward your youth.

5 Steps to Improving Problem Behavior

- ⇒ Do not expect to change all of a youth's problem behaviors at once. Target one behavior at a time.
- ⇒ Work with the youth to set a behavior goal that he/she can achieve.
- ⇒ Describe, model, and practice what you expect from the youth.
- ⇒ Speak to the youth positively.
- ⇒ Develop a plan for improving the misbehavior in a calm setting that is away from other youth.

Using Positive Language with Youth

- ⇒ Ask "what" questions. "What did you do? What are you going to do about it?"
- ⇒ Give reminders. "Remember only one person should speak at a time."
- ⇒ Give a compliment first. "You're great with words; I know you can use appropriate language."
- ⇒ Let the youth choose consequences. "Would a reminder or a phone call home be best for you?"
- ⇒ Step back and stay calm. "Let's stay calm. I don't want anyone to get into trouble for fighting."
- ⇒ Use positive questions. "I'd like it if you used more appropriate language. How can I help you with that?"
- ⇒ Notice improvements in behavior. "Thank you for choosing your words so well."

Consequences for Misbehavior

Consequences should be logical, reasonable, and appropriate. Whenever possible, the youth should be involved in deciding what the consequence will be. Consequences should be immediate and consistent for that particular youth.

The Four Mistaken Goals of Misbehavior

Mistaken Goal	Instinctive Belief	Behavior	Strategies to Use
Attention	<ul style="list-style-type: none"> <input type="checkbox"/> I count only when I'm being noticed or getting special treatment. <input type="checkbox"/> I'm only important when I'm keeping you busy with me. <input type="checkbox"/> I belong only when you pay constant attention to me. 	<ul style="list-style-type: none"> <input type="checkbox"/> Acting goofy. <input type="checkbox"/> Putting on a show. <input type="checkbox"/> Being louder than anyone else. <input type="checkbox"/> Extremes of any behavior or appearance. <input type="checkbox"/> Making wise-cracks. <input type="checkbox"/> Seeking approval constantly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Greet the youth every day. <input type="checkbox"/> Have short conversations with them unrelated to CE. <input type="checkbox"/> Use the youth's name when speaking. Only use it in a positive way. <input type="checkbox"/> Recognize and praise positive steps in behavior. <input type="checkbox"/> Stand nearby without being intrusive. <input type="checkbox"/> Create a small task or job for the youth. <input type="checkbox"/> Thank the youth for the behaviors you want to increase. <input type="checkbox"/> Have the youth take on leadership roles. <input type="checkbox"/> Make eye contact and smile at the youth. <input type="checkbox"/> Teach ways of getting attention in a positive manner. <input type="checkbox"/> Ignore misbehaviors. Notice positive behaviors. <input type="checkbox"/> Give praise for the absence of misbehavior. <input type="checkbox"/> Do the unexpected to get the attention of the group on you. <input type="checkbox"/> Thank other youth for exhibiting behavior you want to see.
Power	<ul style="list-style-type: none"> <input type="checkbox"/> I belong only when I'm in control. <input type="checkbox"/> My life is out of my control so I'll take control anywhere I can. <input type="checkbox"/> I'm not going to let you control me like everyone else does. 	<ul style="list-style-type: none"> <input type="checkbox"/> Arguing. <input type="checkbox"/> Defiance. <input type="checkbox"/> Oppositional behavior. <input type="checkbox"/> Challenging authority figures. <input type="checkbox"/> Aggressiveness and threats. <input type="checkbox"/> "You can't make me." <input type="checkbox"/> "You're not the boss of me." 	<ul style="list-style-type: none"> <input type="checkbox"/> Give genuine choices. These can include: choosing among different activities to do, choice to refuse an activity, choice of number of people to work with, choice of location. <input type="checkbox"/> Provide leadership opportunities. <input type="checkbox"/> Create a job or task for youth that doesn't rotate to others. <input type="checkbox"/> Problem-solve the situation with the youth and review choices. <input type="checkbox"/> If the boundary was not established ahead of time, let the behavior pass without consequence. Establish the boundary for the future. <input type="checkbox"/> Avoid power struggles and make a graceful exit if you cannot avoid one. Ask twice for what you want, and then get out. You can say that you changed your mind. <input type="checkbox"/> Require restitution (apology, repair, replacement).

Revenge	<ul style="list-style-type: none"> <input type="checkbox"/> I don't think I belong so I'll hurt others as I feel hurt. <input type="checkbox"/> I feel good only if I hurt back. <input type="checkbox"/> I can't be liked or loved. 	<ul style="list-style-type: none"> <input type="checkbox"/> Arguing. <input type="checkbox"/> Defiance. <input type="checkbox"/> Oppositional behavior. <input type="checkbox"/> Challenging authority figures. <input type="checkbox"/> Aggressiveness and threats, sometimes up to weeks or months after the initial incident. <input type="checkbox"/> "I don't get mad; I get even." <input type="checkbox"/> "You'll pay for that." 	<ul style="list-style-type: none"> <input type="checkbox"/> The strategies are the same as they are for Power-based youth. With both of these mistaken goals, youth feel out of control in their lives. They need genuine choices so they feel like they have some control.
Learned Helplessness	<ul style="list-style-type: none"> <input type="checkbox"/> I don't belong because I'm not perfect. <input type="checkbox"/> I'll convince others of how helpless I am so they won't expect anything of me. <input type="checkbox"/> I am unable to succeed at anything. <input type="checkbox"/> It's no use trying because I won't do it right anyway. 	<ul style="list-style-type: none"> <input type="checkbox"/> Complaining. <input type="checkbox"/> Whining. <input type="checkbox"/> Frequent trips outside of learning environment. <input type="checkbox"/> Poor attendance. <input type="checkbox"/> Perfectionism. <input type="checkbox"/> Victim behavior. <input type="checkbox"/> "It's too hard." <input type="checkbox"/> "I can't." <input type="checkbox"/> "I'm stupid." 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin each day with an easy success. <input type="checkbox"/> Take one small step at a time. <input type="checkbox"/> Require two "put-ups" for every put-down. <input type="checkbox"/> Teach and encourage the use of positive self-talk before beginning tasks. <input type="checkbox"/> Create an on-going list of skills the youth has learned. <input type="checkbox"/> Notice the youth's contributions. <input type="checkbox"/> Equate mistakes with effort. <input type="checkbox"/> Acknowledge the difficulty of the task. <input type="checkbox"/> Teach and encourage the use of positive self-praise after the completion of a task. <input type="checkbox"/> Remind the youth of past successes.

Challenging Group Situations

Adapted from the Northwest Leader Corps curriculum.

Group energy or attention wanes or group is unresponsive.

Key signs are low participation, less passion or energy in conversations, and non-verbal cues such as staring off or physical withdrawal. Things to try:

- ⇒ Ask what is going on.
- ⇒ Provide descriptive feedback on what you see and ask why.
- ⇒ Increase your own energy or pacing; alter voice tone.
- ⇒ Take a short break.
- ⇒ Check in with the group to see if what is being done is helpful.
- ⇒ Ask the group what they would like to do.
- ⇒ Have the group do something physical such as an energizer. (Make sure to adapt as needed for physical ability.)

Group keeps going off-topic.

May be happening because other (personal) agendas are present, group members are having difficulty with the task, or they disagree with the focus or style. Things to try:

- ⇒ Refer the group back to the focus.
- ⇒ Ask if they feel the current discussion is helpful or necessary.
- ⇒ Point out the behavior and ask for more understanding about why it's happening.
- ⇒ Be aware that there may be power dynamics present that affect involvement.
- ⇒ Ask what is going on.
- ⇒ Take a short break.

Only part of the group is participating.

Factors that can contribute to this include: topic is only relevant to some, participants may be intimidated for various reasons, power barriers may be keeping some members from expressing themselves, quiet members are checked out, or conversely, may be attentively processing in their own style. Things to try:

- ⇒ Ask if others would like to share.
- ⇒ Structure the session so everyone gets to talk.
- ⇒ Point out that only some are speaking and inquire for more understanding.
- ⇒ During a break gently ask quiet members how they are doing and if they need anything in the session.
- ⇒ Assess whether the current conversation is important or can be shifted to something more relevant.

Introducing Civic Engagement to Youth

Much of Unit 1 helps introduce some of the ideas behind civic engagement. However, it can be helpful to take additional time to introduce CE to youth. Some youth may find it difficult to focus on each of the units without an understanding of where the process is going. Many youth may not be familiar with the term civic engagement. Setting aside additional time to introduce civic engagement to youth can help address both of these issues.

The most important thing to remember when introducing CE to youth is to generate and build enthusiasm from the beginning. Participants will be able to tell how enthusiastic the facilitators are, and their enthusiasm will generally reflect that. Remember to have fun with the process and encourage youth to have fun.

Introducing civic engagement as a term and a concept

Civic engagement is not easily defined. For youth, this may be the first time they hear the term. On page iii of the introduction section in the *Roadmap* there is a short introduction to the terms "citizenship" and "civic engagement" that can be utilized to help facilitate an introduction to both terms for youth.

Facilitating the activities outlined in The Most Exciting Intro to CE Ever can be a great way to start off. Both activities can serve to help introduce the concept of civic engagement to youth. Take a Stand can be utilized in a variety of ways. Some possible questions could include:

- ⇒ Are there things in your community that you would change if you could? What about the country? Or the world?
- ⇒ Do you think that it's important to be civically engaged? (You could also ask if it's important to help others, to vote, be involved in their community, etc.)
- ⇒ Do you think that you have the power to make a difference in your community? The country? The world?

You may also want to facilitate a short discussion about what civic engagement means. You could start by asking youth what they think civic engagement means or what the individual words "civic" and "engagement" mean. Encourage a discussion and try to create a group consensus around a final definition. Dictionary definitions such as the ones in the *Roadmap* can be used, but they should be broken down and explained. Any final definition should be in the youths' own words. Consider making a poster of your final definition and posting it during each CE session.

Introducing the *Roadmap* process

Depending on how you facilitate the *Roadmap*, it could take several weeks to finish the first six units and plan a service project. If youth can see where the process is going from the beginning they will be more likely to stay engaged throughout a lengthy process.

Introducing the *Roadmap* should include a brief (one sentence) summary of each of the units as well as a general schedule of when the units are going to be facilitated. This can be done with a handout and short explanation that highlights the goals of the units. Consider making a poster to hang in your facilitation space that has the dates of all your meeting days, what portion of the curriculum you'll be doing that day, and the goals of that day's meeting.

Exploratory Service Projects with Youth

Adding exploratory service projects throughout facilitation of the *Roadmap* can be beneficial for youth in several different ways. First of all, youth can begin to see how they can make a difference in their community in a more direct way earlier in the curriculum. Youth can also start exploring needs they want to address or possible ideas for their own service project. Exploratory service projects can also provide additional learning opportunities for what goes into planning a project.

Page xii in the *Roadmap* (in the Introduction section) discusses possible project ideas and the value that they may add to the curriculum. Here are some other questions and ideas to help facilitators start thinking about exploratory service projects:

Scheduling Projects

- ⇒ Do you want to add one service project or several? If you add several, consider focusing later projects on needs and issues youth start identifying in Units 3, 4, and 5.
- ⇒ How much facilitation time do you have available? Depending on your time limits, you may be limited in how many projects you can add or what kind of projects you can do.
- ⇒ How much planning time do you have? Planning additional service projects will take additional time to work through the logistics. Ensure that you have adequate time set aside before starting. Planning and/or facilitating exploratory service projects can also be a way for members not directly facilitating the curriculum to youth to be involved in the youth portion of the process.
- ⇒ When will you debrief the projects? What do you want to ensure is discussed while debriefing? Consider using the DIGA model from the Facilitator's Toolkit to debrief. You may also want to intentionally add discussion questions about the different aspects of planning the project so youth can begin to see what they will need to do when planning their own project.

Logistical Issues

- ⇒ How limited are you in location? Organizing transportation for youth can be difficult. Even if you are staying within walking distance, there may be liability issues to consider if taking youth off-site.
- ⇒ What service projects can be organized on-site?
- ⇒ How will liability issues affect additional service projects? Will you need permission slips from the youth for each project?
- ⇒ How will you acquire any supplies necessary for the project?

Involving Youth Participants

- ⇒ What sort of projects will interest your youth?
- ⇒ Can you involve your participants in choosing and/or planning exploratory service projects? How?
- ⇒ Are projects inclusive for all youth? (e.g. youth with different abilities or disabilities, youth who are English Language Learners)

Project Planning with Youth

Project planning with youth often takes longer than the time set aside in Unit 6. Depending on the project youth pick, project planning may be complicated and involve learning a lot of new skills. Both participants and facilitators may need to do things they have not done before. Project planning can then become a collaborative learning environment. Facilitators may need to put in extra work to ensure that this phase of the CE process runs smoothly.

The following lists are a few questions to help facilitators start thinking about the different aspects of project planning.

Before Beginning Project Planning

- ⇒ What sort of role do you see for yourself as a facilitator while youth are project planning? How do you see yourself fitting into and guiding this portion of the process? How are you going to structure planning sessions?
- ⇒ What sort of space will the youth be using for planning purposes? Is there enough room in the space for all of the youth to accomplish their tasks?
- ⇒ How will the groups (or task forces) work together so that all participants are aware of what other groups are doing? How will you ensure that different groups are not duplicating efforts on the same task?
- ⇒ Will your participants have access to the supplies they will need for planning? Supplies could possibly include office equipment such as phones, computers with Internet access, printers and/or copiers, etc. If they do not have easy access to some of the supplies that they may need, how will you work around those limitations?
- ⇒ How will you make sure that the planning process is inclusive? Do you need to make accommodations for any of the youth so they can participate fully (e.g. youth with disabilities, English Language Learners)?
- ⇒ Will youth be doing much work outside of organized CE sessions? If so, how will you check in with them to ensure that they have everything they need to complete their tasks and are making progress?

During Project Planning

- ⇒ How are you guiding youth on making plans and setting agendas to complete tasks? How are you keeping track of what's been completed and what still needs to be done before the project?
- ⇒ How can you guide youth when they're learning something new that you have not done yourself? E.g. If you've never written a press release and the youth want to write one to get media coverage, how will you guide them through learning this skill?
- ⇒ How are you checking in with youth? How are you guiding them through learning the skills they need?
- ⇒ How are you ensuring that groups are working together smoothly? Do you have strategies for resolving conflicts that may arise?
- ⇒ How are you keeping energy and enthusiasm high?

At the Project

- ⇒ Do you have assigned roles and tasks for all participants and facilitators? Does everyone have a clear understanding of their responsibilities before, during, and after the project?
- ⇒ Are there liability and/or legal restrictions to the tasks you or your participants can perform during the project? Some liability or legal restrictions may involve transportation to and from the project, who is legally allowed to handle monetary donations, and what sort of activities youth are allowed to do, e.g. machinery or equipment youth may not be allowed to operate.
- ⇒ Do you have time built into the schedule to meet as a group before the project for a final check-in with participants?
- ⇒ Do you have an assigned "go-to" person for youth to approach if they have questions or issues during the project?
- ⇒ Do you have necessary safety equipment and First Aid supplies at the project site?
- ⇒ Is the project inclusive for all your participants and attendees? Do you need to make accommodations for any participants or attendees?
- ⇒ Do you have time to debrief the project that day?

Unit 1 Facilitation with Youth

Unit 1 is about exploring the concepts of community and safe space and beginning to develop a community among participants. Community in Unit 1 is about two different things: what a community is in a general sense and the more specific community the participants form as a group. This will lead into Unit 2's focus on the local community in which the participants live.

Unit 1A: Activity

Goal: To introduce participants to each other and begin to create a group community.

The Name Game: Group Juggle (pg. 5)

- ⇒ Best for: Groups that don't know each other at all.
- ⇒ Think about: Ability and disability within the group. Some youth may be overenthusiastic about throwing the ball; others may not be able to throw accurately or across a large circle.
- ⇒ Think about: Space available. A large, open area is preferable. If there are tables and objects around, make sure that nothing can be damaged or spilled before playing.
- ⇒ When facilitating: All members who will work directly with the youth should be present and participate.

Alternative Activity: Human Blackout Bingo (pg. 20)

- ⇒ Best for: Groups that already know each other's names.
- ⇒ Think about: Preparation time. It will take some time to gather facts about each participant and make up the Bingo card.
- ⇒ Think about: Facilitation time. Depending on the size of your group, this activity may take longer than the Group Juggle.
- ⇒ Think about: Ability and disability within the group. If youth are racing to complete their Bingo card first, youth with disabilities may fall behind.
- ⇒ When facilitating: All members who will work directly with the youth should be present and participate.

Unit 1A: Lesson

Goal: To help participants recognize that there are many factors in individuals' lives that are beyond their control.

How'd that Happen? (pg. 7)

- ⇒ Think about: Flow. If you want to facilitate the questions in a circle, it can follow the Group Juggle activity easily. If you're not already in a circle, getting the group into one may take longer than asking and answering the questions. Since participants don't need to be in a circle to facilitate the activity, consider having them stay in the arrangement they were previously in.
- ⇒ Consider: Adding questions that reflect varying levels of choice. Some questions could be about things that some youth may have chosen and others may not, while others can be about things

that most youth probably did choose. This can help youth begin to see the choices they do have, as well as how different people have different choices available to them.

- ⇒ When facilitating: Note the energy level and attention of the youth. If their energy starts waning during the questions, move to the discussion more quickly.
- ⇒ When facilitating: Pay close attention during the discussion. Encourage youth to participate fully in the discussion and think positively. Ask questions that highlight the positive. (e.g. None of you chose your ethnicity or your parents, but what can you choose?)

Unit 1A: Reflection

Goal: To establish a common set of values and principles for the group's small community.

Creating a Safe Place (pg. 9)

- ⇒ Best for: Groups where the majority of participants learn well using lists and words.
- ⇒ Consider: Giving youth think time before creating the guidelines. Introduce the concept of group agreements and ensure that all the participants understand that the guidelines will be rules they will all agree to follow throughout the CE process. Ask them to brainstorm ideas for good agreements, suggesting that they choose a couple that they think are really important (they can write them down if they want or just keep them in their heads). Give youth a few minutes to think and then start the discussion. This can be helpful for youth who learn better individually or in quiet environments.
- ⇒ When facilitating: Ensure that all participants can see the list.
- ⇒ When facilitating: Check to see if any participants need any of the guidelines clarified before they agree to abide by it. (Try using the "Alligator Mouth" Group Decision Making Model in the Facilitator's Toolkit.)
- ⇒ When facilitating: Facilitators should sign the agreements as well, establishing an environment of mutual respect between youth and members.

Alternative Activity: The Being (pg. 24)

- ⇒ Best for: Groups where many of the participants learn well using images.
- ⇒ Consider: Choosing a youth who needs a lot of attention to be the model for your being.
- ⇒ Consider: Giving youth think time (see above for Group Guidelines).
- ⇒ Consider: Saving time by having the "being" drawn ahead of time or while other participants are brainstorming individually.
- ⇒ When facilitating: Facilitators should sign the agreements as well, establishing an environment of mutual respect between youth and members.

Unit 1B: Activity

Goal: To help participants develop a sense of group identity.

Creating a Group Name (pg. 11)

- ⇒ Think about: Ways to ensure that all participants are encouraged to make suggestions. Consider limiting the number of suggestions each youth can make if some voices aren't being heard or having youth brainstorm in small groups first, then having each small group make a suggestion before continuing brainstorming as a large group.

- ⇒ Consider: Using the "Alligator Mouth" Group Decision Making Model in the Facilitator's Toolkit to create consensus around the group name.

Unit 1B: Lesson

Goal: To help participants realize that the Declaration of Independence mandates action to insure rights are available to all.

Liberty and Justice for All (pg. 13, Handout pg. 18)

- ⇒ Think about: How familiar your youth participants are with the Fourth of July holiday and the Declaration of Independence. Some youth may already be very familiar with the meaning behind both while others may not. Tailor your facilitation to your participants.
- ⇒ Think about: Time and scheduling. The discussion about the Declaration could take longer than fifteen minutes.
- ⇒ Think about: The Lesson goal and theme. The goal is to help youth see the Declaration as a call to action. Social justice movements have historically used the opening to the Declaration of Independence as such, including Martin Luther King, Jr. in his "I Have a Dream" speech. Consider discussing the ways in which the Declaration has been used as a call to action throughout the history of the U.S.
- ⇒ Consider: Leading into the discussion with a different opening question. Questions could gauge participants' familiarity with the Declaration (e.g. Has anyone read the Declaration of Independence? What do you remember about it? Why is it important?), or they could compare the Declaration to other important founding documents (e.g. What's the difference between the Declaration and the Bill of Rights/Constitution/Preamble?). The lead-in question needs to get youth thinking about the founding principles of the U.S.
- ⇒ Consider: Intentionally adding a discussion about the history of civil rights and social justice after participants have discussed what the Declaration means. Utilize the references made to these subjects on the handout in the Roadmap as starting points for a discussion and consider providing additional information for participants (such as the "I Have a Dream" speech -- full text and audio available at: <http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>). Encourage youth to be honest about what they think. They may need additional encouragement because the CE process is still new to them. Plan to take extra time to have a full discussion.

Unit 1B: Reflection

Goal: To strengthen group identity.

Create Group Shirts (pg. 16)

- ⇒ Think about: Necessary supplies. Getting enough t-shirts and/or decorating supplies for all youth could be a challenge. Have back-up plans in case these supplies can't be acquired.
- ⇒ Think about: How neat and clean you need to leave your facilitation space. If the room you're facilitating in is carpeted, it may not be a good idea to decorate the shirts there. The activity could be done outside or in some other work or art space.

Alternative Activity: The "Me Chart" (pg. 21)

- ⇒ Think about: Necessary supplies. You'll need enough paper for each participant to make a journal, as well as other materials to create the cover. Ensure you have enough for all participants to be working.

- ⇒ Think about: Time needed to construct the journals. Youth may be able to construct the journals during the time given to the activity, but if there isn't time for that, members will need to set aside time to finish them.

Alternative Activity: Paper Quilt (pg. 25) and Community Quilt (pg. 28)

- ⇒ Think about: Necessary supplies. Depending on who your youth partner is, many of these supplies could be available through them. For the community quilt, it may be easiest to see if someone is willing to donate an old bed sheet.
- ⇒ Think about: Time necessary to create the quilt. At least one member will have to spend extra time before the session creating the squares and after the session completing the quilt. Note: This can be a good way for member(s) who aren't directly facilitating to help with the youth portion.

Alternative Activity: Friendship Bracelets (pg. 29)

- ⇒ Think about: Necessary supplies. Depending on the size of your group, it may be difficult to get enough materials for each participant to make their own bracelet in the same colors.

Unit 2 Facilitation with Youth

Unit 1 helped introduce the concept of community to participants, and Unit 2 will build on that by focusing on participants' local community and the structure of communities. By understanding how their community works, participants are ready to look at the different resources in their community in Unit 3.

Unit 2A: Activity

Goal: To help participants recognize the unique gift they provide their community.

The Gift (pg. 35)

- ⇒ Think about: Whether to have youth include their names with their gifts. Sharing names along with gifts can be a vulnerable experience for some youth but can also be a positive bonding experience for the group. This will depend on the dynamics of each group of youth.
- ⇒ Consider: Listing participants' gifts on a flip chart or poster that can be hung in the facilitation space throughout the process.

Alternative Activity: Gift Quilt (pg. 53)

- ⇒ Think about: Time necessary to prepare and complete the quilt. This could be a large task depending on the size of your group. Ensure that there will be time to put the quilt together.
- ⇒ Think about: In Unit 3A, the reflection activity is to create an artistic representation of participants' gifts. If they create one here, you will need to create an alternative for the activity in Unit 3 and submit it for approval before you facilitate.

Unit 2A: Lesson

Goal (Section 1): To explore key concepts and definitions associated with various communities.

Goal (Section 2): To help participants understand the life of their community in the broader context of history.

Section 1: Defining Community (pg. 38, Handout pg. 50)

- ⇒ Consider: Starting this lesson by having youth split into pairs or small groups to discuss what they think a community is before having a whole group discussion.
- ⇒ Consider: Having the group develop a definition in their own words after working through the handout.

Section 1 Alternative Activity: Art Project (pg. 54)

- ⇒ Think about: Supplies necessary. You'll need various art supplies and posters, but you can also consider having different items available for youth to use if they want to develop skits or incorporate music into their presentations. Be aware of how loud you can be in your space before bringing in noisemakers or instruments.
- ⇒ Think about: Facilitation time. This art activity will probably take longer than the discussion in Defining Community.

Section 1 Alternative Activity: Common Ground (pg. 55)

- ⇒ Think about: Ability and disability within the group. Running to another seat and possibly scrambling for it may be difficult for some youth.
- ⇒ When facilitating: Take the group a little deeper if they are comfortable with each other. A facilitator can purposely get stuck in the middle to accomplish this. However, carefully gauge how participants are interacting and how safe the space is before doing this.
- ⇒ When facilitating: Make sure to debrief with a discussion of how the game reflects what a community is.

Section 2: Our Town (pg. 40)

- ⇒ Think about: Questions to ask during the Wagon Wheel. Develop questions that will help your youth think about the life of the community, the history of the community, how they fit into the community, etc. Questions should be tailored to your youth group.
- ⇒ Think about: Space you'll need for the Wagon Wheel. Depending on the number of participants you have and the facilitation space you use, you may need to find another space to use.
- ⇒ Think about: Who to get for a speaker. If you split facilitation of Unit 2 into two parts and facilitate on different days, it may be worth waiting to see how youth define their community before choosing a speaker. The group's definition of community may be clear-cut from the beginning if youth are all from the same town or school, but groups that are brought together from different communities may have a greater challenge in defining what their community is.
- ⇒ Think about: How much time you have for a speaker. Be clear when you communicate with the speaker how much time they'll have and the goals for their speech.
- ⇒ When facilitating: Remind youth about appropriate behavior when listening to a presenter before your guest speaker starts.

Section 2 Alternative Activity: Worksheet (pg. 56)

- ⇒ Think about: Whether your youth need the extra guidance provided by the worksheet. Some youth may start with a better understanding of their community, while others may not.
- ⇒ Consider: Using some of these questions as part of the Wagon Wheel activity.

Unit 2A: Reflection

Goal: To help participants understand history as a current blending of daily choices and decisions made by ordinary people.

My History (pg. 43)

- ⇒ Think about: Supplies necessary. Journals can be useful for youth to have throughout the process to use for written reflections. However, you will need to buy or make journals ahead of time. This can be done using the "Me Chart" alternative activity for the Unit 1B Reflection, ahead of time by members (Note: This is another opportunity for members who aren't directly facilitating to help with the process in some way), or in some other way.
- ⇒ Think about: Who keeps the journals. If the journals will be used throughout the process, will facilitators collect and keep track of them after each session, or will youth be responsible for bringing them to each session? If facilitators keep them, are they allowed to read them? If facilitators would like to read the journals throughout the process, they should make that clear to the youth before the journals are used. Facilitators could also allow youth to choose whether or not facilitators can read their journals, either as a whole group or on an individual basis.

- ⇒ Consider: Giving youth time to talk in pairs or small groups before they write in the journals. Some youth may think better on their own and be ready to start writing right away, but others may do better after some time to talk out what they're thinking.

Alternative Activity: Worksheet (pg. 57)

- ⇒ Think about: Whether your youth would benefit from the extra guidance provided by the worksheet. Some groups of youth may have more difficulty linking the journal entry to the goals of the unit and would benefit from having the additional prompts offered in the worksheet.
- ⇒ Consider: Having youth write out the questions in their journals instead of making a worksheet. The questions could be used as a larger prompt to get youth writing instead of creating a separate worksheet. Worksheets could also be stapled into journals.

Alternative Activity: Life River (pg. 57)

- ⇒ Think about: Necessary supplies. If butcher paper isn't available, consider using smaller pieces of construction paper.
- ⇒ Think about: Time necessary. Art activities often take longer than written reflections, particularly if youth will be sharing their Life Rivers with each other.
- ⇒ Consider: Creating Life Rivers for facilitators. This can be done ahead of time to give youth an example or can be done while youth are working on their Life Rivers.

Unit 2B: Activity

Goal: To understand how rules provide a community structure toward obtaining goals.

Rules Rule (pg. 44, Handout pg. 51)

- ⇒ Think about: Ability and disability within your group. Some participants may not be able to do each of the steps outlined in the rules. Plan in advance and change rules so that all participants can fully participate.
- ⇒ When facilitating: Maintain safe space. Try to ensure that youth work together respectfully and remind them of the group's community agreements as appropriate.
- ⇒ When facilitating: Debrief the activity after you finish as a lead-in to the lesson. Ask participants how it felt when they didn't know the rules at all, when they had the rules but didn't know the order, and when they had figured out the correct order of the rules. Also consider asking how groups figured out the order of the rules: did they watch other groups or try to figure it out on their own? Did they feel like it was "cheating" to watch other groups? If the groups had all worked together to try to figure out the problem, what would have happened? You may also ask youth how the game compares to familiar real life situations, e.g. applying to college or getting a new teacher partway through the school year. This can lead well into the next lesson. Be aware that bringing up real life situations may also lead to sensitive topics (e.g. applying for government or community aid) depending on your group of youth.

Alternative Activity: Rules Rule Card Game (pg. 58)

- ⇒ Think about: Doing the card game instead of the relay for groups with participants of different levels of physical ability.
- ⇒ Think about: Supplies necessary. You'll need decks of cards and rules written out for each group. Extra planning time will be needed to create all of the strips of paper with rules on them.
- ⇒ Think about: Whether groups should all have the same rules or different ones. If rules are the same, groups may listen to each other to find out rules (unless they're separated enough that they can't overhear what other groups are doing). If rules are different and participants follow a

rule used by another group, do they get a penalty? Decide whether you want youth to figure out on their own whether rules are the same across groups or not.

- ⇒ When facilitating: Maintain safe space. Try to ensure that youth work together respectfully and remind them of the group's community agreements as appropriate.
- ⇒ When facilitating: Debrief the activity. The debriefing can follow loosely along the same lines as the discussion outlined above for the relay.

Unit 2B: Lesson

Goal: To understand the people and organizations behind a given rule or law.

Who Makes the Rules? (pg. 47)

- ⇒ Think about: Having rules to discuss ready ahead of time if youth are having trouble coming up with examples. These could include school rules such as dress codes, parent/guardian rules such as curfews, or laws or city ordinances such as speed limits or city-wide curfews for youth.
- ⇒ Think about: Supplies necessary. You'll need a lot of phone books for this lesson. If you run into difficulty acquiring enough phone books for participants to share, consider making copies of the relevant pages to hand out.
- ⇒ Think about: Flow. This lesson flows naturally into the Power Source reflection. There doesn't necessarily have to be a forced break between the Lesson and the Reflection. However, it's important to note that during the Lesson the participants are mainly discussing and working together as a group. The Reflection will finish off the section of the curriculum with individual think time.
- ⇒ Consider: Using the Power Source Worksheet (see below) for this lesson as well as the Reflection that follows. It may help youth to remember if they write down the examples discussed in the group. They can extend the table on the back of the sheet of the paper if necessary.
- ⇒ Consider: Structuring the lesson as a scavenger hunt. Youth could come up with a list of rules to begin with. Then the participants could be split into groups. Each group could be assigned a few of the rules to discover the other pieces of information in the table (Rule Makers, Enforcers, and Change Agents). Finish with a report out of each group and then debrief.

Unit 2B: Reflection

Goal: To help participants understand laws and policies as part of a system that individuals can change.

Power Source (pg. 49, Handout pg. 52)

- ⇒ Think about: Flow. This reflection flows naturally from the Who Makes the Rules? Lesson. There doesn't necessarily have to be a forced break between the Lesson and the Reflection.

Unit 3 Facilitation with Youth

Unit 2 helped participants begin to understand the structure of communities and how they work. Unit 3 builds on that by helping participants start to identify resources and needs within their community. They can utilize the knowledge they gained in Unit 2 to deepen their understanding of how change can happen within communities. This will help lead into Unit 4's focus on needs and identifying the needs participants want to address.

Unit 3A: Activity

Goal: To demonstrate the important role cooperation plays in meeting community needs.

The Ball Game (pg. 65)

- ⇒ Think about: Physical ability or disability within your group. Ensure that all youth can actively participate.
- ⇒ Think about: Supplies necessary. Make sure the ball you use is soft and won't hurt anyone. Also think about how easy it will be to keep the ball in the air. A larger ball would probably be easier.
- ⇒ Consider: Splitting a large group into smaller ones. If your group is much larger than 10 participants, it may be difficult to establish a volley.
- ⇒ Consider: Restructuring the activity so that instead of being assigned community roles, youth are assigned the "resources" they have (e.g. both hands, dominant hand). When debriefing, have youth discuss how the different limitations in the game connect to limitations in real life.
- ⇒ When facilitating: Debrief thoughtfully to help youth start to question assumptions they may make about different members of society. Prepare a few questions ahead of time.

Alternative Activity: Lifeboat (pg. 81)

- ⇒ Think about: Whether your youth are able and willing to have a deeper discussion about the value placed on different members of society.
- ⇒ Consider: Assigning each member of the group a different community role from the list in the Ball Game.
- ⇒ When facilitating: While debriefing, ask whether the group would have made the same decision if they had additional information, e.g. a homeless person on the boat knows survival skills.

Alternative Activity: Mission to Mars (pg. 82)

- ⇒ Think about: How deep you want the discussion to go with this activity. This is an easy activity to take a little deeper by changing the roles on the list or giving a little bit more information about each person. If you decide to take the activity deeper, be prepared to take additional time to facilitate it.
- ⇒ When facilitating: Pay attention throughout the activity to notice any assumptions participants are making. After all of the groups have finished reporting out, debrief the activity. While debriefing, ask questions that bring the assumptions to light. (e.g. Why did you make that choice?)

Unit 3A: Lesson

Goal: To identify resources that support the health of a community.

Personal and Community Asset Maps (pg. 68, Handouts pgs. 75-76, 77-79)

- ⇒ Think about: Necessary supplies. Make sure you can get enough phone books so each group can have at least one. You could also consider having youth search online for the same information if computers with Internet access are readily available.
- ⇒ Think about: Facilitation time necessary. This lesson can sometimes take longer than the allotted time, depending on the group of youth. Be prepared to be flexible with time.
- ⇒ Think about: Having youth keep their Personal Asset Maps or having facilitators keep them. In Unit 7, youth will be asked to reflect on how their Personal Asset Maps may have changed throughout the process. It may be helpful for youth to have them available.
- ⇒ Consider: Splitting youth into small groups before starting the Personal Asset Maps. Groups of no more than 5 would probably work best. It would be easiest if they stayed in the same groups for the Community Asset Maps as well, so try to create four groups (at least) if possible.
- ⇒ When facilitating: Have youth pass around their Personal Asset Maps to each other (in small groups if applicable). Alternatively, you could have each small group work together on each participant's Personal Asset Map. For instance, you could give participants a minute to work on their own. After that, each group could focus together on one participant's map for a minute, rotating to each participant in turn. In this way, participants wouldn't have to feel pressured to think of gifts for other youth they may not know very well yet.
- ⇒ When facilitating: Debrief each section of the process. A short debrief and discussion can happen following the Personal Asset Maps. After groups complete the Community Asset Maps, have them report out their findings and then debrief about what they learned from the activity. To start leading into Unit 3B's discussion on community needs, you can finish debriefing by asking youth if they noticed any gaps in services.

Alternative Activity: Snapshot (pg. 83)

- ⇒ Think about: Using this activity as an energizer even if you don't use it for this portion of the curriculum. Instead of having pieces of paper with community resources on them, groups could be asked to come up with their own (with or without facilitators' assistance as needed).
- ⇒ Think about: Physical ability or disability within the group. Ensure that all participants can hold a pose for an extended period of time.
- ⇒ When facilitating: Make sure to debrief the activity. The debrief should link the activity to the community, e.g. Who knows where to find these resources in our community? To start leading into Unit 3B's discussion on community needs, you can finish debriefing by asking youth if they noticed any gaps in services.

Alternative Activity: Phonebook Scavenger Hunt (pg. 83)

- ⇒ Think about: Preparation time. Preparing the different scavenger hunt clues will take additional planning time for facilitators. Ensure you have enough time to plan the activity well.
- ⇒ Think about: Ensuring that scavenger hunt clues cover the variety of organizations covered in the Community Asset Map. Consider having different clues for each group that are based around the same four areas covered in the Community Asset Map, e.g. one group has clues relating to government agencies, another has clues relating to non-profit organizations.
- ⇒ When facilitating: Have groups report out what they learned and debrief the activity. To start leading into Unit 3B's discussion on community needs, you can finish debriefing by asking youth if they noticed any gaps in services.

Unit 3A: Reflection

Goal: To further develop participant's personal connection to the unique asset(s) they offer our community.

Gift Drawing (pg. 70)

- ⇒ Think about: If you facilitated the Gift Quilt alternative activity, participants may have already created artistic representations of their gifts. If this has already been done, you could ask them to choose something else from their Personal Asset Maps. You could also create an alternative to this activity and submit it for approval prior to facilitation.
- ⇒ When facilitating: Let youth spread out in your facilitation space while working. Give them some time to move around and get comfortable before trying to lower the noise level.
- ⇒ When facilitating: Give youth an opportunity to share their creations with the group if they are comfortable. They can share what their gift is and how their creation represents that quality. Ensure that safe space is maintained if youth choose to do this.

Unit 3B: Activity

Goal: To understand the importance of having all the necessary pieces in place to solve a community problem.

Star Puzzle (pg. 71, Sample Handout pg. 80)

- ⇒ Think about: Planning and preparation time. You'll need to make the star puzzles ahead of time. Note: This can be an opportunity for members not directly facilitating the curriculum to help out with the youth portion of the process.
- ⇒ When facilitating: Maintain safe space. Try to ensure that youth work together respectfully and remind them of the group's community agreements as appropriate.

Alternative Activity: Star Puzzle 2 (pg. 84)

- ⇒ Think about: Choosing this activity if you have some participants who are habitually louder or take the lead in most group situations. This can be an opportunity for all participants to participate equally.
- ⇒ When facilitating: The same variation given for Star Puzzle can also be used for Star Puzzle 2. A facilitator can hold back a piece of the puzzle. At the end, they can explain that they were going to join in but decided not to.

Unit 3B: Lesson

Goal: To generate a list of community needs.

Assessing Community Needs (pg. 73)

- ⇒ Think about: Being prepared to help youth generate ideas. Have a few questions or ideas to get youth started in case they need it.
- ⇒ Consider: Starting off by giving youth a minute or two to think silently and write down ideas their ideas. This can give youth who are quieter more of an opportunity to participate. If youth write down ideas, you could also give them the option of turning in what they wrote down for you to add to the list without them having to speak up in front of the group. Encourage quieter youth to push their comfort levels as appropriate, but ensure their voices are heard as much as possible even if they choose to stay quiet.

- ⇒ When facilitating: If youth are curious about what the list is going to be used for, explain that it will be brought back out in Unit 4 (Unit 4B Lesson: "What is Your Top Concern?") to see if the group wants to address any of the needs with their project.
- ⇒ When facilitating: Ensure that one of the facilitators keeps track of the list of ideas and brings it back for Unit 4 facilitation.

Unit 3B: Reflection

Goal: To reflect on the differences and/or similarities between global and local needs.

Journal Entry: What do you feel? (pg. 74)

- ⇒ Think about: Providing additional art supplies as available if youth feel like drawing in their journals.
- ⇒ When facilitating: Let youth spread out in your facilitation space while writing or drawing in their journals. Give them some time to move around and get comfortable before trying to lower the noise level.
- ⇒ When facilitating: Give youth an opportunity to share what they wrote or drew if they'd like to. Ensure that safe space is maintained if they choose to do this.

Unit 4 Facilitation with Youth

Unit 4 builds on the discussion of community needs from Unit 3 by looking at how needs are common to all people and how unmet needs at the community level are reflected at the global level. Unit 4 also starts to help participants narrow down the area they want to focus on for the project, leading into Unit 5's goal to pick one top issue of concern while generating understanding about the democratic principle of voting.

Unit 4A: Activity

Goal: To get participants to identify and reflect upon an issue they feel should be addressed.

Wagon Wheel (pg. 89)

- ⇒ Think about: Space you'll need for the Wagon Wheel. Depending on the number of participants you have and the facilitation space you use, you may need to find another space to use.

Unit 4A: Lesson

Goal: To gain an understanding of the needs we all have in common.

The Continuum (pg. 91, Handouts pgs. 101, 102, 142)

- ⇒ Think about: Preparing flip charts or posters with the Continuum and the Service Project Diagram ahead of time. This way youth won't be waiting while you're preparing them. You'll still need to make the list of needs that youth identify and add them to both flip charts, but having the basic outline ready will help keep things moving.
- ⇒ Think about: The two separate themes of this lesson. The first part of the lesson focuses on making the connection between local issues and global issues. The second part focuses on understanding the unmet needs that underlie these issues. The goal is to help participants begin to understand that behind all of these issues there are needs not being met, and these needs are universal.
- ⇒ Think about: Flow. This lesson flows naturally into the 4A Reflection, which can be used to debrief what was learned from the lesson. There doesn't necessarily have to be a forced break between the Lesson and the Reflection.
- ⇒ Consider: Having participants split into small groups to work on the Continuum and Service Project Diagram. Depending on the size of your group, this may be effective in helping youth understand these concepts. Facilitators could explain how the Continuum works, work through an example, and then have small groups work on the other issues from the list. The small groups could then report out on where they placed each issue on the Continuum, and the large group could debrief. The same could be done with the Service Project Diagram. If facilitators choose to do this, be aware that it may take longer than the lesson as it's currently structured.

Unit 4A: Reflection

Goal: To begin to connect needs to actions.

What? So what? Now what? (pg. 94)

- ⇒ Think about: Flow. This lesson flows naturally from the 4A Lesson and can be used to debrief what was learned from the lesson. There doesn't necessarily have to be a forced break between the Lesson and the Reflection.
- ⇒ Think about: Preparing questions to help youth dig deeper. Consider using some of the different types of questions listed in the Facilitator's Toolkit.

Unit 4B: Activity

Goal: To examine where participants would like to focus their energy to affect change.

The Power of You (pg. 96)

- ⇒ Think about: Supplies necessary. You may not need the envelopes and index cards. You can use them to have youth revisit where they were at this point in the curriculum later (perhaps during the Unit 7 celebration). However, it is not necessary.
- ⇒ When facilitating: Give youth an opportunity to share conclusions they came to with the group. Ensure that safe space is maintained if youth choose to share.

Unit 4B: Lesson

Goal: To determine areas of need that can be met with a service-learning activity.

What is Your Top Concern? (pg. 98)

- ⇒ Think about: Planning a team-building activity for before or after this process. Have some energizers in mind in case energy wanes during the process.
- ⇒ Think about: Time necessary to facilitate this lesson. Depending on the size of your group and the number of issues they have, it may take longer than the 20 minutes allotted.
- ⇒ Think about: Facilitating the grouping together of issues thoughtfully. Ensure that there is group consensus around combining ideas.
- ⇒ Consider: Using a different decision-making method if you have a large group. Fist-to-five can work well with smaller groups. For larger groups, consider using the Alligator Mouth Decision-making Model in the Facilitator's Toolkit.
- ⇒ When facilitating: Remind youth of the group agreements as necessary. As issues start to be discussed and voted on, participants may need reminders if they disagree with each other.

Unit 4B: Reflection

Goal: To connect needs to feelings.

When I Look, I Feel (pg. 100, Handout pg. 102)

- ⇒ Think about: Facilitating thoughtfully. Give youth time to think, and encourage them to think deeply about these questions.
- ⇒ When facilitating: Give youth the opportunity to share their thoughts and feelings if they'd like. Ensure that safe space is maintained if youth choose to do so.

Unit 5 Facilitation with Youth

In Unit 4, participants narrowed down their area of focus to two issues or needs to address. Unit 5 takes their greater understanding of needs and issues and applies the democratic principles of voting to them, helping youth gain understanding about why voting is so important. They will finish the Unit by choosing the one issue or need they will focus on so that in Unit 6 they're prepared to decide on what kind of service project they're going to plan.

Unit 5A: Activity

Goal: To demonstrate the power of working together.

Circle of Strength (pg. 107)

- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ Think about: Safety. Ensure that all participants are safe at all times. This activity needs to be done in an open space where youth will not get hurt if they fall.

Alternative Activity: Human Knot (pg. 123)

- ⇒ Think about: How comfortable your participants are with other people in their personal space. Although you can give participants the option to stay outside of the knot and help from that perspective, it may not be as effective of a team-builder if you don't have full participation.
- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ When facilitating: Debrief thoughtfully. If some youth chose to stay outside the circle, ask how that affected the activity. (e.g. Was it helpful to have someone outside of the knot helping?) Also explore what might have happened if someone had chosen not to help at all. Consider using the DIGA debriefing model in the Facilitator's Toolkit.

Alternative Activity: Lap Sit (pg. 123)

- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ Think about: How comfortable your participants are with other people in their personal space. This activity involves touching closely, and some youth may not be comfortable with that.
- ⇒ Think about: Safety. Ensure that you are facilitating this activity in an open space where participants won't hurt themselves if they fall.
- ⇒ When facilitating: Debrief thoughtfully. Include questions about what would've happened if one participant had chosen not to sit when everyone else sat or had attempted to leave the circle at the last moment while everyone was sitting. Consider using the DIGA debriefing model in the Facilitator's Toolkit.

Alternative Activity: Stand Up (pg. 124)

- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.

- ⇒ Think about: How comfortable your participants are with other people in their personal space. This activity involves touching closely, and some youth may not be comfortable with that.
- ⇒ Think about: Safety. Ensure that you are facilitating this activity in an open space where participants won't hurt themselves if they fall.
- ⇒ When facilitating: Debrief thoughtfully. Include questions about what would've happened if one participant had decided not to stand with their partner. Consider using the DIGA debriefing model in the Facilitator's Toolkit.

Alternative Activity: One Word Story (pg. 124)

- ⇒ Consider: Doing an example round with facilitators (or volunteer participants if there's only one facilitator). This may help give youth a better idea of the goals of the activity.
- ⇒ When facilitating: Debrief thoughtfully. Some participants may have chosen not to contribute a word that would help make a cohesive story. Encourage youth to discuss how that affected that story and how full, active participation would've changed the activity.

Unit 5A: Lesson

Goal: To recognize the important concepts published in the Preamble to the Constitution.

A Government Of, By, and For the People (pg. 109, Handouts pgs. 118, 121)

- ⇒ When facilitating: Encourage youth to have an open and thoughtful discussion about these concepts, what is already being done to support them, and what additional things can be done to better support them. Ensure safe space is maintained throughout the discussion.
- ⇒ When facilitating: Give participants some think time after asking the final question, "How can we advance or strengthen the concepts published in the Constitution?" You could continue with a discussion or debriefing that relates those concepts to the needs discussed in Unit 4 or ask youth how the top two needs they identified support them.

Unit 5A: Reflection

Goal: To demonstrate the strength provided by key historical concepts.

Circle of Strength – Historical Style (pg. 111)

- ⇒ Think about: Ability and disability within your group. This activity may not be appropriate for youth with some disabilities.
- ⇒ Think about: Safety. Ensure that all participants are safe at all times. This activity needs to be done in an open space where youth will not get hurt if they fall.

Unit 5B: Activity

Goal: To provide participants the opportunity to voice their interest in a service area and to campaign for that choice.

Campaigning for Your Cause (pg. 112)

- ⇒ Think about: Preparing guiding questions to help youth clarify why they are for or against either of the issues.
- ⇒ Think about: Time needed to facilitate thoughtfully. Depending on the size of your group and how passionate youth are about the issues, this activity may take longer than the 10 minutes given in the *Roadmap* outline.

- ⇒ Consider: Going over community agreements again before starting the activity.
- ⇒ When facilitating: Ensure the safe space is maintained. As necessary, remind participants that they should stay focused on discussing the issues, not each other. Remind youth that it's all right to disagree with each other as long as you remain respectful.
- ⇒ When facilitating: Debrief the campaigning process and work to build enthusiasm for both issues. Due to the nature of the voting process, not all youth will have their top choice issue selected by the group to address. It's important to build enthusiasm around both issues so that youth will stay engaged even if their preferred issue is not chosen.

Alternative Activity: Worksheet (pg. 125)

- ⇒ Consider: Reframing the worksheet so that it focuses on needs instead of specific project ideas. Brainstorming project ideas will happen in Unit 6, and it's important that youth understand that voting for a certain need doesn't necessarily mean voting for a particular project.

Unit 5B: Lesson

Goal: To further develop participants' understanding of the power of the vote.

The Power of the Vote (pg. 114, Handouts pgs. 119, 120, 121, 122)

- ⇒ Think about: Supplies and space necessary. Creating voting booths could a great lesson in how voting actually happens. If this isn't possible, consider having youth vote (individually or in small groups) in a smaller space nearby where a ballot box is set up. This could be an adjoining or nearby room, a hallway, etc.
- ⇒ When facilitating: Help youth understand that due to the nature of the CE process, your group will not be able to address both needs. This means that some youth will not see their top issue addressed by the group. Encourage youth to stay engaged whether their need is chosen or not. Consider facilitating a brainstorm of reasons to stay involved in the project even if their issue isn't the one chosen, e.g. learning project planning skills.

Unit 5B: Reflection

Goal: To reflect on the factors that influence our position on an issue or cause.

Journal Entry: Making Up My Mind (pg. 117)

- ⇒ Consider: Adding a component to the prompt that allows youth express their feelings at the results of the vote.
- ⇒ Consider: Giving youth an opportunity to share some of their thoughts and feelings after everyone's had a chance to write. Ensure safe space is maintained if youth choose to do this.

Unit 6 Facilitation with Youth

In Unit 6, participants take the knowledge and interest they've developed in a specific issue and decide what action to take to address that issue. Planning their project starts with the activities planned in Unit 6, although fully planning the project may take more time than what's set aside for the unit. (See Project Planning with Youth for more information on facilitating the planning phase of your group's project.)

Unit 6A: Activity

Goal: To learn how brainstorming can drive decision-making.

Round Robin Brainstorming (pg. 131)

- ⇒ Think about: What sort of question(s) to ask youth to generate brainstorming. Questions should not be related to their chosen issue or service project yet.
- ⇒ When facilitating: Run the Round Robin the same way you will during the 6A Lesson. Each participant should contribute one answer (or pass) on each round, continuing until there are no new ideas left. Ideas should not be discussed or evaluated at this stage, but facilitators can clarify ideas as necessary.
- ⇒ When facilitating: Debrief quickly. Although you don't need to do a full debrief, it may help to have a short discussion about what the youth think of the method.

Unit 6A: Lesson

Goal: To select a possible strategy for addressing the group's top issue of concern.

Solution Selection (pg. 133, Handouts pgs. 142 and 102)

- ⇒ Think about: Having energizers planned for during or after the selection process as necessary. The process can be lengthy depending on the size of the group and number of ideas generated, so be prepared to take breaks or raise the energy with team-builders.
- ⇒ Think about: Time needed to facilitate. Depending on the size and interests of your group, this may take longer than the 30 minutes given in the Roadmap. Plan to be flexible.
- ⇒ Think about: Project parameters. Ensure that youth have a good idea of the time they'll have to plan the project and their limitations as far as location, budget, etc. Be aware ahead of time of any constraints around the project, and consider making a flip chart or handout to give to youth during the project selection. This can be done before or after the brainstorming process but should be done before youth start making decisions about which project to do. In this way, youth can be aware from the beginning of how much time, money, etc. are available to them and are more likely to choose a project that is feasible for them to accomplish. Limitations as far as project planning time are particularly important. While youth can work outside of scheduled planning time to complete project planning tasks, they should all agree to this before choosing a project that will require it.
- ⇒ Consider: Using the Alligator Mouth Decision-making Model to help facilitate this process. The Round Robin brainstorming method can be used for brainstorming, and then the rest of the process can follow the Alligator Mouth model.

- ⇒ Consider: Adding some time for participants to research a few of the top choice projects. For instance, if there are two or three projects that have a lot of support, have participants split into groups and research the feasibility of each project before making a final decision. Plan to use additional time if you want to do this.
- ⇒ Consider: Using a method besides Fist-to-Five to choose a final project if you have a large group. Although Fist-to-Five can work well with a smaller group, if you have more than about ten participants, it may be difficult to count the number of fingers participants are holding up.
- ⇒ When facilitating: Ensure that ideas are not being evaluated or debated during the Round Robin. Participants should not feel pressured to come up with a "good" idea.
- ⇒ When facilitating: Ensure that there is participant consensus before combining ideas or taking ideas off the list. As much as possible, all of the combining and removal of suggestions should be participant driven. If there isn't complete consensus around combining ideas or removing them, then leave them on the list without extensive discussion or debate. Consider using the "negative poll" from the Alligator Mouth model, e.g. "Does anyone not agree that this idea should be taken off the list?" If a participant doesn't agree, then you can just say, "All right, we'll leave it on the list for now." Then move on to the next idea.
- ⇒ When facilitating: If an idea seems impractical but there are several participants who have a lot of enthusiasm for it, give them the opportunity to brainstorm solutions to work around the limitations. They may be able to come up with a really good way to work within the limits and still complete the project.

Unit 6A: Reflection

Goal: To further develop the group's "We the People" statement.

Journal Entry: We the People (pg. 136)

- ⇒ Consider: Having youth reflect on the group's "We the People" statement in their journals after they've copied it. You can prompt youth to write or draw about how they feel about the proposed project or about being able to help meet a community need.
- ⇒ When facilitating: Debrief the session's activities as group. Consider using the DIGA model to help youth see how they can use these tools in other ways.

Unit 6B: Activity

Goal: To reiterate the project goal.

Review "We the People" Statement (pg. 137)

- ⇒ Consider: Making a list of specific project goals or objectives, e.g. acquire at least \$100 in donations, raise awareness, have fun! Be thoughtful when setting specific goals or objectives when it comes to acquiring donations (monetary or in-kind). Youth may have difficulty understanding what they can reasonably accomplish, so ask some guided questions to help youth think about it, e.g. How many people would have to donate just \$5 in order to reach that goal?
- ⇒ Consider: Adding a visioning activity. Ask youth to imagine that it's the day after their service project, and everything went perfectly. Ask them some questions about how the project went (e.g. What happened? Who was there? How did people feel?). You could give them some time to write or draw their individual visions and then discuss those visions as a group. This could also lead into creating a list of project goals or objectives.

Unit 6B: Lesson

Goal: To develop a plan of action and assign responsibilities that cannot be completed during the planning session.

Planning the Project (pg. 139, Handouts pgs. 143-144)

- ⇒ Think about: Supplies necessary. Planning the project will probably mean that youth will need to use phones, phone books, and/or computers with Internet access. Coordinate having these available for youth before you begin project planning.
- ⇒ Think about: Task forces you'll need. If facilitating all of Unit 6 in one session, facilitators may not have time to create a list of task forces based on the specific project youth have chosen. Youth can also be involved in the process of deciding what task forces are necessary. Consider leading them through a group discussion of the different areas that groups will need to work on to plan the project. In this way, they can develop a list of task forces themselves. You can use the Task Force handout in the Roadmap to give them an idea of some of possible task forces.
- ⇒ Think about: How participants will be assigned to a task force. Consider having youth choose their top three task forces and then assigning them based on those choices. Doing this will take additional time, so plan to give participants a break or have an energizer while groups are being assigned. You could also split Unit 6 into multiple sessions and assign the task forces between sessions, or you could let youth choose their task forces.
- ⇒ Think about: How to get youth started on the planning. You could come up with a short list of questions for each task force (e.g. Where is the service project going to be held? Are we limited in location for the service project? Who can we ask to host the service project?), and then have them brainstorm an additional list of questions within their groups.
- ⇒ When facilitating: Have youth choose a group leader or representative for the Operations Task Force when they first meet in their groups. Have a list of additional responsibilities that group leads will take on.
- ⇒ When facilitating: Have youth concentrate first on listing or planning what they need to accomplish, not necessarily how they're going to do it. Once they have a good idea of their different responsibilities, have them move on to how they're going to accomplish their to-do list.

Unit 6B: Reflection

Goal: To review and plan any assignments.

Review Assignments (pg. 141)

- ⇒ When facilitating: Ensure that each group member is clear on any tasks they are responsible for accomplishing outside of group time.
- ⇒ When facilitating: Have groups report out before ending the session. This can help make sure that more than one task force isn't planning to work on the same task.

Unit 7 Facilitation with Youth

Unit 7 is the culmination of the CE process. It is an opportunity for youth to reflect on what they were able to accomplish and what they learned. Reflection and celebration give youth the opportunity to understand what they learned and decide how to apply that knowledge as they move forward.

Unit 7A: Activity

Goal: To help participants recognize what they learned and experience, which will help them become more effective, participatory citizens in the future.

Skills, Knowledge, Actions, and Values (pg. 153)

- ⇒ Think about: Where youths' journals are. If you've been keeping track of them throughout the process, hopefully they're still in a safe place. If youth have been holding onto them, you may need to remind them before Unit 7 to bring them along.
- ⇒ Consider: Giving youth time to share their reflections in pairs or small groups before sharing with the large group. Some youth may be more willing to share in smaller groups.

Unit 7A: Lesson

Goal: To help participants recognize personal growth in civic knowledge, skills, and attitudes.

Participant Survey (pg. 155, Handout pg. 161)

- ⇒ Consider: Allowing youth to go to different areas of the space and get comfortable during the assessments. Some youth may be more comfortable filling them out while sitting on the floor or going outside. Ensure that youth are still able to concentrate.

Unit 7A: Reflection

Goal: To provide participants the opportunity to identify a positive and negative aspect of the program and their experience.

Sweet and Sour (pg. 158)

- ⇒ Think about: Whether or not you want to use candy. Some youth may not be able to have candy. If you decide not to use candy, see if you can come up with some other small things that they can have. For example, stickers or buttons could be used.
- ⇒ When facilitating: Think of your own sweet and sour to share with participants.
- ⇒ When facilitating: Ensure that safe space is maintained.

Unit 7B: Activity, Lesson, and Reflection

Goal: To recognize and celebrate personal and program accomplishments.

Celebration (pg. 159)

- ⇒ Think about: How much time you have for a celebration. The celebration can be as long as you'd like, but plan ahead to ensure youth can participate in the entire celebration.
- ⇒ Think about: Where you're going to have your celebration. There are a variety of places you could hold your celebration. You may be limited by restrictions for youth regarding liability, however, so plan ahead if you want to hold your celebration off-site.
- ⇒ Think about: Different ways to highlight the contributions of each participant. Individual awards can be handed out.
- ⇒ Think about: Inviting representatives from the organization or group of people your project helped. They can help reinforce the impact of the project.
- ⇒ Consider: Having refreshments or food. Ensure that all celebrants' dietary needs are met.
- ⇒ Consider: Inviting participants' friends or family. This can be a chance for youth to show the other important people in their life what they were able to accomplish.
- ⇒ When facilitating: Take the opportunity to speak individually with each of your participants. A personal thank you and acknowledgement may be more important for some youth than public recognition.
- ⇒ When facilitating: Have fun!